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ABSTRACT

Proceedings of a workshop designed to examine the need of Queensland, Australia teachers in the areas of Asian studies and languages and to provide recommendations and preservice and inservice teacher education are presented in this report. The proceedings include an opening address by the Minister of Education and two keynote addresses: "The Centrality of the Role of the Teacher in Achieving an Asia-Literate Society in Australia" and "National Strategy for Teacher Education for Asian Languages and Studies: Implementation in Queensland." Presentations by four panel members provide information about the present Asia content in the Queensland schools, classroom activities on the subject, strengths and weaknesses of an action research approach in a grade 9 classroom, and the use of a "cluster" system in the planning and implementing of language learning. Summary reports of five workshop groups are given next, and are followed by these recommendations and conclusions: (1) Asian Studies on both cultural and linguistic levels need to be increased for all preservice teacher education students; (2) prospective Asian language specialists must be proficient in the language to be taught, understand teaching methodology, and be provided with an in-country experience; (3) native speakers of Asian languages resident in Australia should complete a full preservice teacher education program before teaching and be offered special needs courses such as Australian acculturation; and (4) inservice teachers shoud be provided with opportunities and incentives to undertake education courses in order to develop increased knowledge of Asia. (LL)

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AUSTRALIA IN ASIA

IMPLICATIONS FOR TEACHER EDUCATION IN QUEENSLAND

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AUSTRALIA IN ASIA:
IMPLICATIONS FOR TEACHER EDUCATION
IN QUEENSLAND

CONFERENCE PROCEEDINGS

Queensland Board of Teacher Registration
Toowong

1991

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PREFACE

In view of recent reports and developments in the field of Asian Studies, the Board of Teacher Registration decided to host a one-day workshop conference on 31 October 1990 titled *Australia in Asia: Implications for Teacher Education in Queensland.*

This report provides speakers' presentations, workshop group reports, and summaries of conclusions and recommendations.

The contribution of the following people to the conference is gratefully acknowledged:

- The Minister for Education, the Honourable Paul Braddy, MLA, for opening the conference;
- the keynote speakers, Dr Stephen FitzGerald and Professor David Lim;
- members of the panel, Mr Neville Biggs, Mr Kerry Fairbairn, Ms Robyn Sellars and Mr Paul Cooke;
- the chairpersons of the various sessions, Miss Merline Muldoon, Professor Phil Meade, Mr John Bissett and Associate Professor David Mahony;
- conference participants;
- members of the Conference Planning Committee;
- the staff at Griffith University.

In addition, the Board of Teacher Registration would like to express appreciation to the Asian Studies Council for sponsoring the conference.

This report was edited by Jill Manitzky and Debra Cunningham and typed by Jackie Sorensen of the Office of the Board of Teacher Registration.

CONTENTS

1. **INTRODUCTION** 1

2. **SUMMARY OF RECOMMENDATIONS** 3

3. **OPENING ADDRESS:**
   Mr Paul Braddy, Minister for Education 7

4. **KEYNOTE ADDRESS 1:**
   Dr Stephen FitzGerald 13

   The Centrality of the Role of the Teacher in Achieving an Asia-Literate Society in Australia

5. **KEYNOTE ADDRESS 2:**
   Professor David Lim 26

   National Strategy for Teacher Education for Asian Languages and Studies: Implementation in Queensland

6. **PRESENTATIONS OF PANEL MEMBERS**

   . Mr Neville Biggs 42
   . Mr Kerry Fairbairn 44
   . Ms Robyn Sellars 47
   . Mr Paul Cooke 51

7. **WORKSHOP GROUP REPORTS** 58

8. **CONCLUSIONS AND RECOMMENDATIONS** 74

9. **APPENDIXES**

   I. List of Participants 80
   II. Membership of Conference Planning Committee 83

INTRODUCTION

In view of recent developments in the areas of Asian Studies and languages, the Board of Teacher Registration hosted a one-day workshop conference titled *Australia in Asia: Implications for Teacher Education in Queensland*. The conference was sponsored by the Asian Studies Council and was held at Griffith University on Wednesday, 31 October 1990.

The aim of the conference was to present background information and expert views about Asian Studies in teacher education and to provide a forum for discussion. A major objective of the conference was the development of recommendations concerning the incorporation of Asian Studies and languages in preservice and inservice teacher education programs in Queensland.

The conference was attended by approximately 90 representatives from Queensland higher education institutions, teacher employing authorities, subject associations, curriculum authorities, teacher organisations, parent and community groups and interstate bodies.

Miss Merline Muldoon, Chairman of the Board of Teacher Registration, welcomed participants and introduced the Queensland Minister for Education, Mr Paul Braddy, who opened the conference with a short address. Mr Braddy referred to his recent visit to China and Japan and stressed the need for Australians to develop a greater knowledge of Asian cultures and languages. The Minister outlined the State Government's priorities and initiatives in the language area, and gave details of exchange agreements with Hubei and Shanghai provinces in China.

In the first main session of the conference, which was chaired by Professor Phil Meade, the keynote speaker, Dr Stephen FitzGerald, Chairman of the Asian Studies Council, spoke on the centrality of the role of the teacher in achieving an Asia-literate society. In stressing that language teachers must be proficient, Dr FitzGerald suggested that skilled teachers should be recognised and rewarded. He proposed that Asian Studies should be granted a non-negotiable place in the curriculum, and defined the qualities required in an Asia-literate person. Dr FitzGerald described possible professional development paths in Asian Studies for teachers, emphasising in conclusion that the role of the teacher is vital.

In a short discussion segment, participants had the opportunity to address questions to both Dr FitzGerald and Mr Braddy.

Mr John Bissett of Queensland University of Technology chaired the next session of the conference, which commenced with an address by the second keynote

speaker, Professor David Lim, Dean of the Division of Asian and International Studies at Griffith University. Professor Lim provided a comprehensive account of a recent survey by an Asian Studies Council Reference Group. This study examined Asian Studies content of school curricula and teacher education courses, finding that opportunities to study Asia are limited. Professor Lim concluded by enumerating strategies for introducing more Asian Studies and languages to teacher education programs, and emphasising the need to take action on the issue immediately.

The first two speakers in the following panel presentation provided information about the present Asian content in P-10 and Senior Secondary School curricula. Mr Neville Biggs, Chairman of the Board of Senior Secondary School Studies' Social Sciences Subject Advisory Committee, outlined some units which focus on Asia, and Mr Kerry Fairbairn of the Department of Education's Division of Curriculum Studies described an Asian Studies P-10 curriculum project. An awareness of classroom activities was provided firstly by Ms Robyn Sellars, Geography Subject Master in a State high school, who gave a thoughtful account of the strengths and weaknesses of an action research approach in a Grade 9 Geography unit on Asia. The final member of the panel, Mr Paul Cooke, a Japanese language coordinator, presented a lively and informative report of the planning and implementing of language learning in a 'cluster' system.

From discussion which took place in the afternoon workshop session, it was apparent that participants had taken advantage of the valuable input provided by the morning's speakers. Conference workshop groups first discussed the needs of teachers in the areas of Asian Studies and languages and then considered the implications for preservice and inservice teacher education. Participants comprehensively addressed the questions provided and debated the issues concerned to produce some useful reports which were presented in the final session of the day.

Professor David Mahony of the Division of Education at Griffith University provided a valuable synthesis of the day's proceedings, noting the main issues discussed by each group.

The Director of the Board of Teacher Registration, Mr Neville Fry, expressed thanks to all those involved in the conference and closed the day by explaining briefly how the conference proceedings would be used by the Board.

SUMMARY OF RECOMMENDATIONS

Following the conference, the Board's Conference Committee met to consider the workshop groups conclusions and recommendations. A summary of the recommendations follows:

(a) Preservice Teacher Education: All Teachers

Participants recognised the necessity to increase the Asian Studies and language components of preservice teacher education; to include more Asian examples in all discipline areas; and to provide teachers with realistic, contemporary views of Asia. The interdependence of language and culture was considered an important focus and it was generally agreed all teachers should have an awareness of Asian cultures and that primary teachers, in particular, should have an understanding of the teaching and learning of Asian languages in order to complement the work of the language specialist. To achieve a comprehensive program of Asian Studies whilst recognising demands of other areas, participants supported a minimum of four years of teacher education.

Recommendation 1

That all preservice teacher education programs include studies about Asia, and increased reference to Asia, in all discipline areas.

Recommendation 2

That preservice teacher education programs take account of the interdependence of language and culture, and ensure all graduating teachers develop a sensitivity to Asian cultures, and an awareness of the teaching and learning of Asian languages.

Recommendation 3

That preservice teacher education programs incorporate procedures to assist graduating teachers to overcome any stereotyped views or racial prejudice, and develop an

understanding of traditional Asian cultural frameworks, the cultural diversity and the contemporary reality of the region.

Recommendation 4

That in order to accommodate the needs of prospective teachers in the areas of Asian studies and languages, as well as other areas, all preservice teacher education programs involve at least four years of higher education.

(b) Preservice Teacher Education: Asian Language Specialists

Proficiency in the language to be taught and understanding of language teaching methodology were viewed as essential for all teachers of Asian languages. There was also much support for the notion of in-country experience in the target language.

Recommendation 5

That the same level of proficiency in Asian languages be required for both primary and secondary language specialist teachers.

Recommendation 6

That preservice teacher education courses for teachers of Asian languages develop:

- *proficiency in the language to be taught;*
- *cultural awareness; and*
- *understanding of communicative teaching methodology, basic linguistics and language pedagogy.*

Recommendation 7

That in-country experience in the language to be taught be part of the structure of preservice teacher education courses for teachers of Asian languages.

(c) Preservice Teacher Education: Native Speakers of Asian Languages

The advantages of using the available resource of native speakers of Asian languages resident in Australia were recognised. However, it was stressed that native speakers should complete a full preservice teacher education program before teaching in Australia. Workshop group discussion produced recommendations regarding components of teacher education courses to meet the special needs of native speakers of Asian languages.

Recommendation 8

That native speakers of Asian languages with no previous teacher education be required to undertake a complete preservice teacher education course with exemptions possibly only for the Asian language component.

Recommendation 9

That specially-designed courses for native speakers of Asian languages be developed.

Recommendation 10

That special courses for all native speakers of Asian languages include:

- *Australian acculturation;*
- *knowledge about Australian schools and classrooms;*
- *interactive linguistic skills; and*

. *a systematic induction program.*

(d) Inservice Teacher Education

It was seen as essential that teachers currently teaching be provided with opportunities and incentives to undertake inservice education courses in order to develop increased knowledge of Asia or to upgrade their language proficiency or language teaching methodology.

Recommendation 11

(a) That all teachers have access to inservice courses, offered in a variety of modes, to provide them with the necessary knowledge to include an Asian perspective in all curriculum areas taught; or to upgrade their language proficiency or language teaching methodology.

(b) That teachers be provided with incentives to undertake such inservice education.

(c) That inservice courses or in-country experience undertaken be eligible for credit towards an award course.

OPENING ADDRESS

Mr Paul Braddy,
Queensland Minister for Education

I'm delighted to be here today to open your conference. It comes at an opportune time. The Government has earmarked the study of foreign languages in Queensland schools as a priority for several reasons, not least being economic.

If a generation can speak the languages of its neighbours, then it will have an easier rapport and understanding with them. In Australia, we have ignored our geography for too long. Australians when travelling overseas have cheerfully flown over half the world's population on their way to Europe.

Yet Europe, and more particularly Britain, a country which Australians of a generation ago referred to as home, now has its own economic community and diplomatic alliances. It is not as expansionist as it was even 50 years ago.

Asia, for its part, is changing too. The developing economies of South-East Asia - or the Asian Tigers, as they are known - are starting to flex their muscles in the jungle of the world economy.

Recently, I visited China and Japan, and China in particular impressed me as being a country on the verge of being a massive industrial power. It is a huge country which has been quietly building up its technological base, and is now starting to apply that technology to its industrial and trade capacity. I believe that China is now at much the same stage as Japan was 30 years ago, and it would be greatly to Australia's advantage to be familiar with Chinese language and customs.

This is not to ignore other Asian countries. We are geographically close to Asia, and while Asian countries can learn some things from us, they have an array of cultures, traditions and practices we can learn from.

But not only can we not speak the languages of Asia, which is bad enough, but we also lack a basic understanding of their cultures. Australians know virtually nothing about the history of the region and less about their religions and cultural and economic structures. If we don't change that in the near future we will lose economic and social standing in our region.

The European economic community has already shown us how important it is to be able to speak more than one language. In Britain, for example, a country which has a history of imposing rather than adapting their own culture, it is now compulsory for all secondary school students to learn a foreign language.

At some stage in the future, I believe that Australia will be in a trading block with Asian and Pacific countries, although one not necessarily as formal as the European Community. When this happens an individual who can speak more than one language will have a decided advantage.

If many individuals in the country can speak more than one language, then that country as a whole will possess a decided economic advantage. We need to look not just five years, but 10, 15 and 20 years down the track in formulating language policy. I have found tremendous community support for our language program, which was rather a pleasant surprise.

I believe that Australians on the whole are becoming far more racially tolerant than they are generally given credit for, despite the inevitable vocal minority. Australians are changing too, and I find a willingness to accept the sort of sentiments I have just expressed.

This means that any language program we introduce must be substantial and thorough. I stress that we do not regard foreign languages as the flavour of the month - rather, they are the bread and butter of the future. I am especially wary of what could be called the 'fried rice' approach to foreign languages, where ethnic days and being able to say 'good morning' or 'good afternoon' in a foreign language take the place of the hard work of language learning.

In the Queensland language program the target languages are Japanese, Chinese, Indonesian, German and French. The program itself is highly ambitious. By 1994, we aim to have all Queensland students in Years 6, 7 and 8 studying a foreign language. By 1996, this will be extended to Years 4 and 5. And by the turn of the century, this will be extended to Years 1 to 3. We aim by the turn of the century to have 20 per cent of students leaving Year 12 literate in a foreign language. With this build-up in primary school there will be a natural growth in the numbers of students studying a foreign language in secondary school.

Within the language program we aim to teach something of a country's culture as well as its language. To this end I signed two exchange agreements when recently in China, one in the Hubei province and the other in Shanghai, which will both contribute to the profile and expertise of Chinese language study in this State.

Under the Shanghai agreement, 15 teachers of Chinese in Queensland schools will study and teach in Shanghai for a year, while 15 Shanghai teachers will study and teach in Queensland schools for a year. Aside from teaching in Queensland schools, the Shanghai teachers will help universities in preparing Chinese language courses and assisting in the inservice training of teachers of Chinese language and culture. The agreement requires the Shanghai teachers coming to Queensland to be fluent in the English language and standard Mandarin.

The 15 Queensland teachers going to Shanghai next year will be teaching in the language departments of key Shanghai high schools and colleges. These teachers will be chosen on their academic qualifications, their capacity to contribute to their placements in Shanghai and their desire and ability to study the Chinese language and culture.

The Shanghai agreement also allows three Queensland scientists to be sent to Shanghai in a science and technology exchange. This would involve scientists from areas such as medical physics programs, environmental planning and policy, mineral processing, and computing.

Three Chinese scientists from Shanghai would also be sent to Queensland to undertake research in similar areas. Queensland and Shanghai will also exchange one academic each to participate in a cooperative project relating to language development. A further two officers, from the education departments of both Shanghai and Queensland will visit the other country to identify and collect educational resource materials for the teaching of Chinese or English in the other country.

Under the agreement with Hubei province, around 30 Queenslanders will travel to China and 10 Chinese will travel to Queensland for various lengths of time. This agreement allows for five Queensland teachers to teach English as a second language in universities in Hubei province for one year while undertaking further studies in Chinese language and culture. Twenty Queensland teachers will also attend a month-long Chinese language and culture immersion course in Hubei, during which all conversation and study shall be in Chinese.

The Hubei agreement was already in existence, but it has been significantly upgraded. The Shanghai agreement was a new one, and there is room for a further upgrading of it. I regard the Shanghai agreement as particularly significant, as Shanghai is at the centre of Chinese culture and government.

Under these agreements Chinese teachers will actually be in Queensland classrooms. While this agreement will help with Chinese teaching, it is only a

part of what we must do to successfully implement the language program. The major obstacle to a wider implementation is, of course, the supply of trained teachers, and there are several methods of building up numbers.

The obvious way is to train more language teachers from scratch, or increase the intake in first year of the universities or university colleges where future teachers are trained. This is the only way to go in the long term, and we are offering scholarships to students in their third and fourth years. This is on the advice of tertiary institutions who say that students in their first and second years are still uncertain of their future career directions. We are offering 40 scholarships for next year, with the majority of these being aimed at students of Japanese and Chinese.

Through guidance officers and brochures and careers markets we are also hoping to encourage talented Year 12 students seriously to consider language teaching as a career.

There are resources currently within the education system which could also be tapped, and teachers of other subjects could be diverted into language teaching. There are History teachers, for example, who have studied Japanese or Chinese at university level and want to change to language teaching.

In the budget this year, we made $5 million available for the foreign language program. Part of this money will go to the employment of an extra 102 teachers. Some of these extra teachers will be language teachers, while some will be other teachers who will take the place of existing language teachers who are under-utilised at the moment and want to become full-time language teachers.

Twenty-four of the extra teachers to be employed next year are to be regional coordinators. Their responsibility will include organising the programs to be implemented at regional and district level to ensure the orderly introduction of language learning into the Year 6 curriculum in 1991. They will also assist in the identification and preparation of language teachers through inservice training.

We will repeat this strategy next year and over succeeding years, so that the number of extra language teachers will increase by several hundred over the next few years. There is a hidden cost here in that these teachers must be replaced, but we are well aware of this and have budgeted for it.

In primary schools, it is desirable to have all teachers sensitive to foreign languages, even if they could not teach them. Visiting specialists will be the basis

of language instruction, but their activities will have to be strongly supported by the classroom teacher.

Consequently, the Government, in conjunction with tertiary institutions, is currently considering several possibilities in teacher education which would help sensitise primary school teachers to language study.

At this point I would like to thank the tertiary institutions for the cooperative attitude they have brought to negotiations, and I am confident this will continue. On behalf of the Government I undertake to keep you informed of our thinking and actions on the matter.

One thing we are considering is making compulsory a one-semester course in LOTE (Languages Other Than English) awareness, which would give classroom teachers the necessary skills to support the specialist language teachers who visit the classroom. Another possibility is one semester of study in Applied Technology. We are looking closely at how to use technology such as computer-assisted learning and teleconferencing, and therefore it is logical to have some study of these in preservice education. Another possibility is having LOTE as a major within the course, which would qualify students as primary language specialists.

It is also desirable to run some sort of training for native speakers of another language who have teacher qualifications and want to teach in Queensland. In many cases, although these people have an excellent knowledge of their native tongue, they have trouble coming to terms with the classroom situation in Queensland. Matters such as discipline and assessment would be dealt with in this context.

There is, as many of you would know, already quite a deal of action in Queensland schools in relation to the language program. I will not go into these details here today, but one form of language teaching I am particularly impressed with is immersion classes, where one particular language is spoken all the time - even when studying other subjects.

Benowa High School on the Gold Coast has a French immersion program for students in Years 8 to 10. There is a special class of 25, starting from Grade 8. They do intensive French to begin with, and then have normal French lessons, plus classes in Maths, Science, Study of Society and Physical Education. This will continue throughout their secondary schooling.

In this case the normal school curriculum has been translated by the teachers at the school into French. Particular attention has been paid to the selection of teachers in French, who are especially chosen for their fluency in the language and their ability to teach another subject in French.

I read in the Gold Coast Bulletin last weekend about one product of the immersion course, Nicole Phillips, who is one of the top French students in the country. She said the first few months of immersion classes were frustrating, but after that, it was just like a normal class. She also said - and I was particularly impressed with this - that the extra effort promoted good study habits for later years.

Currently these immersion programs are only in European languages, but I would like to see them trialled in some Asian languages.

As I said at the beginning, this is an ambitious program, but I am determined that it will be a program that will 'stick' rather than one which provides a warm inner glow.

I wish you a happy and productive conference, and can assure you that certainly the Queensland Department of Education is a solid supporter of more language study.

THE CENTRALITY OF THE ROLE OF THE TEACHER IN ACHIEVING AN ASIA-LITERATE SOCIETY IN AUSTRALIA

Professor Stephen FitzGerald,
Chairman, Asian Studies Council

Since its inception in 1986, the Asian Studies Council has seen the nation move, a previously unthinkable distance, on the introduction of Asia into the classroom. At least, at the political level. The political commitment in this State is an inspiration. And 10 days ago, at the launch of the Asia-Australia Institute in Sydney, the Prime Minister declared that by the year 2000 every secondary school student in Australia will have the opportunity to study an Asian language.

Politically, the century of Asia has arrived for Australian education.

This gives me great hope for Australia's future. But it fills me with dismay when I contemplate what has to be done to get to where governments want us to be now. I am dismayed because the instrument by which these goals will be achieved is the Australian teaching force - which has not been prepared for Asia; which in all States is also undervalued and underpaid, and in some States is verbally buffeted and bloodied and demoralised; which across the nation has had its fair share, in equal proportion to the whole of Australia, of bludgers, whingers, and anti-intellectuals whose minority voices more often than not command the attention of uneducated or uncaring journalists, whose headlines in turn have contributed greatly to the lowering of esteem for this, what ought to be our most treasured and nurtured profession.

This is the instrument which must deliver to us the Asia-literate society. But it is a resource which is struggling simultaneously on so many other fronts for its own reform and rehabilitation that its capacity to deliver what we want cannot be assured.

Or maybe not so. Could it be that the turning towards Asia becomes the opportunity, the catalyst, the means by which the profession, through self-examination, is reinvigorated and redirected, armed with a new sense of where it is going, released from the fin-de-siecle introversion and ennui of a tradition that is no longer appropriate to our present needs?

The teacher will be central to our purpose. And I think our purpose will be central to the teacher. Let me explain.

There has of course been a considerable shift in the definition of the professional role of the teacher in our society in the last few decades. In general, education has moved from a position where, dominated by a Christian ethos, young children were drilled in the basic skills of literacy and numeracy for external purposes, to one in which the centrality of a child is paramount, and education is 'facilitated' by a teacher who devises individual curricula for each child valid in terms both of the broad thrust of curriculum and of the role and expectations of teachers. Some years ago, learning, both content and process, was highly defined, with outcomes monitored by a regulation-bound education bureaucracy, exemplified by the inspector. Now we have a fluid situation in which learning 'guidelines' are interpreted by schools, teachers and children. Monitoring either by an inspectorate or external assessment until Year 12 is a thing of the past.

There is no doubt that the forbidding atmosphere which characterised much of education was undesirable. Challenge is desirable. Fear is not. But with the gathering forces of Dewey's pragmatism and the psychological movement in the 1920s and '30s and the swing towards child-centredness and learning as pleasure, something was lost. The change, which reached fruition in the United States, Britain and Australia in the '70s and early '80s, produced an ethos which Allan Bloom would describe as 'openness'.

For Bloom, there are two forms of openness. The first is what we have achieved, where all human activity and learning is deemed to be of equal value. Plato and photography, history and home economics are all on the same plane. This form of openness is reflected in the curricula and timetabling in our schools. It is true that mathematics, science and English have a de facto core subject status in Australia. But the humanities and social sciences generally are left to the area of choice, where some or none may be studied to a meaningful level. In any case, content in these subjects is 'open'; that is, the process is the driving force and content merely serves the process.

Bloom's second form of openness is a discriminating one. It makes judgments about what is valuable and even accepts the need for 'prejudices', in the sense of beliefs or value judgments, but then subjects these beliefs and judgments to a rigorous intellectual examination in the Socratic tradition; armed with knowledge and plagued by doubt. Such openness denies concepts like cultural relativism and forces stances on issues which are not easy to resolve but require a principled view which leads to one form of action rather than another.

In the context of Australia and Asia this is what we must do, and we must do it at two levels. The first is to accept that Asia has a lot to teach us about what Western culture would call 'the good', the search for meaning and truth in a moral and ethical framework. To deny that is to deny the traditions of two-thirds of humankind. And to deny too the huge debt which the West owes to Eastern knowledge. Our period of so-called ascendancy has been quite brief and was fuelled to a great extent by Eastern science and technology. In Asian eyes, having resolved the debate on learning for substance and for application, the last 200 years or so are merely a pause before continuing to take in Western science and technology so as to evolve once more into cultures which are strong and resilient. For this reason alone, we must incorporate the study of Asian languages and cultures into our curriculum.

The second level is pragmatic; that is, we live in Asia and, more importantly, the geopolitical and economic forces which are at work in the world today indicate that we will either find our place in Asia or be the plaything of powerful forces beyond our control. Europe 1992 is a reality, and with the unification of Germany and the liberalisation of Eastern Europe there is a potential in which Australia will play little part. Similarly, the United States is in the process of creating an American Common Market. Canada and the USA already have a free trade agreement and Mexico will join them. South American countries are moving in the same direction.

The only other dynamic economic region not yet organised in this way is Asia, but it is inevitable that this will happen, and in the Asia-Pacific Economic Cooperation scheme (APEC), the process has already begun. If we are going to survive, it will be by being knowledgeable about and active in Asia, by being Asia-literate.

This task is difficult. It has never been attempted by any other nation before. Unlike Britain going into Europe, where the languages and cultures are all within the Western tradition, we as a Western culture have to understand the East, and not only understand it, but interact with it. This will call for a national effort in education unparalleled in Australian history. It will truly mark our independence as a nation and our identity as Australians.

What, then, are the demands on education? Before anything else, I would suggest two necessary preconditions. The first is that there has to be a clear view of curriculum if we are to create an Asia-literate Australia. That is, we have to give Asia a non-negotiable place in the curriculum. The second is that until the curriculum for literacy is defined in some way there is little that can be done in the area of teacher education. Beyond the study of Asia, perhaps it is time to give serious thought to what the humanities and social science education of a young

Australian might look like at the end of 12 years of schooling and what a teacher education program would look like to produce teachers who could deliver that. At the moment it appears to be rather ad hoc.

I am not concerned here only with the Asian content of the curriculum but with teacher commitment to teach about Asia. Teachers teach what they know and admire or perhaps love. Without that sense of commitment very little learning will take place. We have to ask what it is that will cause teachers to want to teach about Asia and what it is that will cause children to want to learn about it? While all education is a chancy business, my guess is that highly motivated, knowledgeable, highly Asia-literate teachers will attract students to their subjects. While there are both extrinsic and intrinsic factors in motivation, in the end it is the teacher who can convey a constant intimation of what is intrinsic, who carries students to explore that aspect of life. Of course we have to live in the real world, and accept that most teachers will not operate at quite that level. But it is important to make the point that Asia-literacy is not a mere graft of another language or social science knowledge onto a would-be or serving teacher. Motivation is vital.

Extrinsic motivation does have its place. There should be adequate rewards for spending a great deal of time learning a language in which it takes three times longer than French or German to reach a similar level of proficiency. Similarly, students or teachers who take on the studies aspect of Asia in various disciplines should feel that their labours are recognised. Language proficiency pay, scholarships, study leave, advanced skills status, academic qualifications, can all provide motivation and should at least match the level provided for French and German. But more than that, for teachers of Asia the connection should be as close as it is for British teachers who teach the languages and cultures of Europe (though we should note that like us, Britain is desperately trying to reintroduce languages to its schools and currently is short of 3,000 language teachers). There must be language training and upgrading in-country, and frequent visits to Asia through institutional and other links. All of this will cost money, but the returns in quality teachers with commitment will be worth it. And in the long run, we will reap the economic and other benefits which accrue from close ties with Asian countries. The Germans and French have known for a long time that education is an arm of diplomatic and commercial policy. We have to understand that too.

As to intrinsic motivation, it has to be recognised that the study of Asia, as with the study of any other facet of civilised life, is difficult to master, beyond what Whitehead has called 'the stage of precision'. It is easy to appeal to the general intrinsic factors of desire to learn, to manipulate, to gain mastery and to achieve. But to educate teachers to the point of having the specific intrinsic motivation, of

being inside the subject, so that they can communicate the satisfaction and the joy of their subject, will take time, careful thought and planning.

Motivation in education is critical, for both teachers and the students. The fact is that all education is ultimately self-education, and extrinsic factors such as 'the national interest' or 'economic imperatives' are right for politicians and policy-makers, but have little relevance at classroom level.

However, that being said, I do believe that the teachers who teach our children should have, as professionals, a sense of the national interest, including the economic imperatives which will undoubtedly influence Australia's future. This leads me to a proposition which is not always popular with education systems, which is that if the study of Asia is a national concern then the approach to it should be national. I do not mean by this that there should be central control through Commonwealth mechanisms but rather that, given limited resources, the systems must collaborate to decide what it is that constitutes the profile (perhaps profiles) of Asia-literacy in teacher education terms. Further collaboration with the tertiary system would refine that into teacher education programs which could be delivered across the nation, in a variety of modes, including distance education, for both preservice and inservice needs. By doing this we could harness the considerable intellectual forces in Australia to produce quality materials based on commonly agreed objectives and outcomes with national, portable accreditation. I make this proposition not only because of the obvious economies of scale, but also because of the shortage of teacher educators who are themselves Asia-literate, because of the need for speed to achieve our goals; because to go our separate ways is not nationally intelligent, and because if we are going to amount to anything in this region, we are just going to have to act nationally. To do otherwise is to self-destruct.

In the area of languages, it is obvious that there are major problems associated with an acceptable level of language proficiency for teachers. In some States there is no proficiency requirement for teachers to become registered as language teachers. Thus teachers who are incompetent in all the macroskills - listening, speaking, reading and writing - are asked to teach a language 'communicatively'. Now it seems to me that to do this is to invite failure. Children are not fools. They very soon know that their teacher cannot read Chinese or Japanese or that they cannot conduct a simple conversation with a native speaker. Language proficiency is not like proficiency in other subjects because in the learning situation it is both the means and the end, the teacher must be highly proficient. I have to say that one of the reasons language learning in schools has declined has been because there have been inadequate or, more often, no criteria for the registration of a language teacher. Thus many language teachers, including

teachers of such well resourced languages as French and German, have not had the necessary proficiency to teach the subject in a school. For Asian languages the situation is even worse. As I have mentioned it takes about three times longer to reach a given level of language proficiency in Chinese and Japanese as it does in French, German or a similar European language, so five years at school or a first year university course are absolutely inadequate.

I was therefore delighted to read the report, *The Teaching of Languages and Culture in Queensland: Towards a Language Education Policy for Queensland Schools*, in which, for the first time to my knowledge, the language proficiency criteria derived from the Australian Second Language Proficiency Rating Scale are described as a means of assessing teacher proficiency. This is a major step forward and I commend the writers, Professor David Ingram and Glyn John, not only for this aspect, but for the whole Report. It is the most thoroughgoing document of its kind in Australia and, I suspect, beyond Australia. If languages planning in Australia was based on the depth of knowledge that is evident in that Report, then the future of language learning in Australia would be assured. I note with interest the recommendations on national coordination and can only say that I agree wholeheartedly.

Now, the minimum levels set by the Ingram and John Report are far in excess of what is currently achievable in a first degree in Australia. To give you some idea of the levels reached in Chinese and Japanese, at the end of the third year graduates cannot read everyday literature such as newspapers, and certainly not novels or works of reference. They cannot write a business letter or even a long personal letter. They cannot understand the news on television or a conversation on everyday topics conducted between two native speakers. And finally they cannot speak the language with any degree of fluency. What is lacking is something between a year and two years in a country where the target language is spoken.

The implications for language teacher education are profound. In the first place, there is an overwhelming case for the introduction of a four-year first degree for Asian languages with a minimum of one year spent in a country where the target language is spoken. But of course, the implications do not stop there. While it is true that general language proficiency is the goal, there is also an excellent case for ensuring that the teacher does in fact have the language which will guarantee effective teaching and learning in the classroom. In other words the language learnt by a would-be teacher would be classed as language for special purpose to some extent. I make this point because many Asian language courses in tertiary institutions do not give teachers that sort of competence. It follows that all tertiary

language courses should have a proficiency testing of graduates as part of accreditation.

In terms of professional studies, there needs to be a rapid upgrading in the place Asian languages have in Departments of Education, with studies in linguistics, curriculum and methodology specific to that language. At the moment, the professional studies seem to be European language-dominated, with a few hours of tutoring specific to that language, often delivered by a part-time tutor recruited from the school system. While this latter activity is no doubt useful, it does not constitute the basis for the award of a professional qualification. The Diploma of Education too needs some restructuring. The German model is appealing, with a two-year mixture of academic and supervised practical work.

Our registration of teachers should be seen against the criteria I have outlined above. Those who do not match the criteria should not be given registration, or, in special circumstances, should be given provisional registration while they complete their qualifications within a set time limit. Teachers who are not fully qualified should be paid much less than professional wages. Those who meet the minimum or are beyond that should be well rewarded.

We have to escape from the notion of the teacher as a generalist dogsbody with low level skills. We still accept levels of competence in the classroom which would outrage us if they applied to our doctor, accountant or even our plumber. The language teacher is the model for the student. The only model which is acceptable is that of the highly proficient specialist because it is only at that level that the specific intrinsic motivation factors will come into play with students, based on respect and admiration and the desire to emulate their teachers.

A final word on language teachers, language proficiency and professional training. The Ingram and John Report makes the point that there should be no difference in expectations between primary and secondary teachers. I could not agree more. Any curious notion that professional skills, especially academic skills, should somehow be at a lower level for primary teachers is absolutely untenable. The implications for the teaching of primary school teachers are also profound and timely. The fragmented courses which constitute the training of the Australian primary school teacher are in urgent need of reform. At the middle and upper level, particularly, teachers should have solid academic expertise. It follows that there should be more specialised teaching at this level.

Australia is desperately short of Asian language teachers, particularly of Japanese. However, if we are to reach minimum targets, of Chinese and Indonesian too (and Korean and Thai and Vietnamese).

There has been a considerable amount of discussion on filling the gap by using native speakers, either resident in Australia or recruited from overseas. Now I am in favour of the use of native speakers. They have a variety of roles especially in immersion courses, which are not replicable by teachers who are second language learners. They provide not only authentic language but authentic socio-cultural opportunities which can only enrich students' learning. However, having said that, there are some caveats which a combination of experience and research have indicated need to be taken into account. The Ingram and John Report cautions against expedient recruitment of overseas teachers and I want to reinforce their caution.

In the first place, the teaching of one's first language as a second or foreign language is a highly skilled task as is evident by the length of training given to teachers of ESL. Unless native speaker graduates are given equivalent training it is unlikely they will be successful in Australia.

Secondly, such native speakers have to deal with what is euphemistically called 'the Australian classroom situation'. This covers everything from the linguistics/methodology problems outlined above, to the capacity to handle 30 or more boisterous Australian adolescents who do not have a culture-inbred respect for teachers, destroying learning and the teacher because they sense a 'lack of control'. If we ignore this - and around Australia over the last two or three decades there must be hundreds of cases of this sort - then we will produce even more problems. A related point is that there is a mutual loss of respect between teachers and students and importantly a loss of respect by the students for language learning.

The last point is that we must not see the importation of foreign teachers as a cheap and expedient means of overcoming our deficiency. For the deficiency is not only a lack of teachers to carry out an urgently needed task. Imports are also a means of avoiding the risk of training non-native Australian speakers in Asian languages. Australia has always looked overseas for trained workers rather than training its own, and we are paying the price for that now. We have also traditionally not learned other languages. We must escape from these two dangerous cultural traits and take charge of our own destiny. Our children have to see that we have taken the trouble to learn another language and think it important enough to pass on to them as teachers. What we value they will value. There is more to the employment of native speakers than meets the eye.

So much for language teachers. But while complex and urgent, the Asian languages situation is relatively straightforward when compared with the teaching of Asian Studies and the training of teachers in that field. This brings me back to

the humanities and social sciences in Australian schools which have been ill-served by a variety of educational and social movements. This is not the place to debate that, but you can see the complexities of the situation when related to Asian Studies.

In the first place, it seems very difficult to discover what it is exactly that children learn in schools. Decisions on curriculum seem to be left to a level where school, student and teacher arrive at decisions which may mean that vital areas of learning are never approached or, just as bad, are repeated over and over again. Is there no such thing as a common learning entitlement for Australian children? What is it that makes two high schools five kilometres apart have such totally different curricula when their roles are supposed to be the same? The answers, diversity, choice, autonomy for States, schools, students and teachers are unconvincing if they merely produce chaos. Can we not describe what is vital for all Australian students to know so that they may have a shared national heritage and shared national vision? Is it part of the national psyche and political scene not to be seen as Australian? Are we just a collection of States, territories, ethnic groups and individuals who came here to make a living? Something has been lost.

I raise this because it is in this cultural and educational milieu that Asian Studies has to find a niche. While almost everything is an 'option' it is bound to be ignored and all the Council's research shows that this is so. In fact students appear to know less and less. In one State in 1974 almost 6,000 students took a one-year course in Asian History at Year 11. In 1989 that figure was less than 600, with indications that the figure would be less this year.

My point is that until there is a national view of the humanities and social sciences entitlement of Australian school students, Asia-literacy will be marginal or non-existent for most of our children.

What do I mean by Asia-literacy? It is, admittedly, a somewhat clumsy phrase but it has served well enough to fix an important concept in the public's mind. I think it is now necessary to attempt a definition of this that will inform my comments on teacher training.

An Asia-literate person is one who at the end of schooling will know sufficient of the history, geography, politics, economics and culture of Asia so that they may:

. be simply well-informed;

. be confident and competent regional citizens, be 'at ease' in Asia;

- understand the dynamics of the region and in particular Australia's place in it;

- make informed decisions on their own behalf and through national decision-making processes to have a productive interaction with Asia.

I have not mentioned languages in this definition. The reason is that we cannot expect every Australian child to learn an Asian language or, of those who do, that all will reach a reasonable level of proficiency. What I have described is the minimum requirement. To have anything less will be deficient and hopelessly parochial in a world which in terms of ideas, capital and people is moving faster and closer together every day.

There has to be a redefinition of the common learning of Australian children in the humanities and social sciences, and in that the study of Asia must have a secure and well-considered place.

If that can be achieved, then it is rather easier to describe the requirements of teacher education. In the first place, it is possible to envisage at least two levels of teacher education. The first, which is a minimum requirement is that teachers, primary and secondary, would be trained to teach the Asia-literacy component of the school curriculum described above. The courses would be devised precisely towards that end.

Accreditation and registration would depend on passing this. A corollary, of course, is that if intending teachers and teacher education institutions knew what the humanities/social science curriculum and job specifications were, then the courses could be more precisely tailored and nationally applicable.

The second level would be for people who were Asia specialists in particular disciplines and who had a strong commitment to Asia. These people would not only find places in the 'lighthouse schools' and 'centres of excellence' which seem to be an evolving idea in some States, but also take on roles as curriculum developers, advisers and so on. There are unfortunately very few people of this ilk in schools, and few likely to be so in the future, unless teaching becomes a more rewarding career, both financially and in terms of social status and career paths.

Most of our serving teachers have little or no knowledge of Asia and they will constitute the bulk of our teaching force for the next 20 years. There is a problem of how to give them that strand to their professional qualifications. I think there must first be an atmosphere in which new learning for teachers is valued. And I do not see it in salary scales where people with honours degrees or postgraduate

qualifications are not rewarded, either in salary or enhanced prospects of any sort. So what we have is a largely static teaching force which in terms of being equipped to educate the children and workers of the next decade and the twenty-first century is deficient in training and in resources as far as Asia is concerned.

What will change that?

Well, I have mentioned the need for curriculum reform; that is, to have the study of Asia infused into the humanities and social sciences through to Year 12. The washback effect from Year 12 on curriculum is tremendous. If Asia is seen to be a non-negotiable element of students' work at that level, then teachers will begin to incorporate its study much earlier. However, I believe that there should also be a principled structure of Asian content built from primary through to secondary school rather than using Year 12 content as a 'stick' to cause change further down. The important point to make here is that teachers will teach what is <u>required</u>, otherwise they will teach according to their personal inclinations - which is not what curriculum is about.

The second point is the availability of resources. In terms of Asian studies there is very little at any level, even though some new materials have begun to appear. The Council has funded several projects. Two of these are curriculum projects, one at primary school level and the other at secondary. These should be in schools by 1992. These projects are designed to help teachers introduce Asian content without having any expertise in the field. The primary school materials are being prepared by Asia Link, which has brought practising teachers together with Asian specialists to produce units of work for mid- to upper-primary. The secondary project has been contracted to the national professional associations of history, geography, economics and politics, which will produce units of work in those disciplines in the 7-12 range.

Now, as we all know, curriculum and professional development must proceed together. Teacher's cupboards are full of glossy packages which are never used. The Council has therefore decided to fund the national professional subject associations to carry out the inservice of those materials. We believe that this will have two major effects. The first will be the sense of ownership which the teachers <u>as professionals</u> will feel. And the second is that it will address the needs of both government and non-government sectors.

I have made no mention of Asia Wise which has been well received in schools over the last two years. The future of that project is unclear at the moment, but in any case the ABC will cease to broadcast the TV element in July next year.

The Council realises that the availability of resources is a major factor in the teaching of Asian Studies and has also funded a data base for Asian languages and studies. This is being prepared by the Tasmanian Education Department, under contract to the Curriculum Corporation. This will be available in 1991. Apart from providing information to teachers and curriculum developers it may also help to act as a coordinating mechanism between systems.

But even given the availability of structured curriculum and resources, there is still the problem of the retraining of the current teacher force. The ongoing professional development of teachers, and its relationship to accreditation and reaccreditation, is a question which needs to be urgently addressed. Some teachers constantly upgrade their qualifications, often with little or no support. Others have not studied in either their discipline or the professional field since they graduated 10, 20 or 30 years ago. In this laissez-faire situation how do we cause and manage change?

The answer seems to lie in planned professional development for all teachers and a link with reaccreditation. If this sounds a little utopian, or draconian, let me say that I think this should also be linked with the award of postgraduate qualifications and salary. In such a situation it is possible to see a national need, such as teaching about Asia, being able to be planned and implemented. This would require cooperation and collaboration between education systems, registration boards and tertiary systems across the nation. But I believe it could be done.

As to what a professional development package on the teaching of Asian content would look like, I think we have sufficient advice now on the broad structure. It should be:

- national, i.e. agreed by all parties involved;
- accredited by one or more tertiary institutions in each State or Territory;
- available in face to face and distance modes;
- equivalent to a semester-length postgraduate unit;
- related to accreditation/reaccreditation;
- related to salary/promotion.

The content of such a unit has yet to be articulated, but given the range of expertise in Australia on Asia it should not be a difficult task.

Next week the Council is holding the first national conference on the study of Asia in Australian schools entitled *Asian Studies in Schools: The Challenge Now*. It will be opened by the Minister for Employment, Education and Training, Mr Dawkins, and will address most of the issues I have raised with you today. The conference will also be addressed by Dr Fuad Hasan, Minister for Education and Culture in Indonesia. This will be the first time a Minister from a foreign country has addressed an Australian audience on education and I think it is a turning point in Australia's destiny and identity.

One of the outcomes from the conference will be a series of documents which will inform teachers, school systems, curriculum developers and teacher educators on the issue of Asian Studies in Australian schools.

There is one last element which is necessary for teachers of both languages and studies to carry out this work and that is the support network which will enable them to develop and refine their work. They will need advisers, curriculum support and ongoing professional development within their systems. Information dissemination too will be a vital factor. It may be that here too systems could cooperate. It is essential that teachers feel supported in this work given the current level of development.

The Asian Studies Council is also planning to establish what we call an 'Asian Studies Bazaar', an annual meeting of teachers in the field to facilitate networking and the identification of teacher-created teaching materials for wider utilisation.

Conclusion

I have not talked about how important Asia is to Australia. I consider that now to be self-evident. The time for such discussion is long past.

If we can do what we, the Asian Studies Council, intend should be done in Asian Studies, this will indeed have a profound effect on the profession.

The point is to provide excellent Australian teachers, who are Asia-literate and who are committed to helping our children to understand the world in which they will live and work. The role of the teacher is vital. Without them nothing will change and Australia will fail to come to terms with its role in the evolving regional and global environment. The consequences of such a failure would be disastrous for our children and for Australia.

NATIONAL STRATEGY FOR TEACHER EDUCATION FOR ASIAN LANGUAGES AND STUDIES: IMPLEMENTATION IN QUEENSLAND

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I. Introduction

1. In the simplest and most direct terms, the aim is to have more Asian languages and studies taught in primary and secondary schools in Queensland as part of a bigger push to make Australians more Asia-literate. The strategy to achieve this in Queensland will need to ensure that Asian languages and studies are placed appropriately in the school curriculum and that teacher education programs produce graduates who can teach them effectively. For such a strategy to be formulated and implemented properly, two conditions will have to be met:

   - the relevant authorities have to recognise the importance of Asia to Queensland, and

   - structural obstacles to the introduction of Asian languages and studies in schools and universities will have to be overcome.

II. Queensland and Asian Studies

2. There is little doubt that the first condition has been met. In recent years Queensland has shown a great deal of interest in, and commitment to, the study of Asia at a number of levels.

   2.1 The Queensland Government is aware of the importance of Asian markets for its primary products. Its strategy for economic development calls for, among other things, the upgrading of the State's international business skills and facilities. A better understanding of Asia and closer links with it form an important part of this upgrading program.

2.2 The Department of Education has analysed the implications of this for education in the State and has carried out the following Asia-related curriculum development and curriculum support initiatives:

- It has supported the extension of Asian language teaching, especially of Japanese, in secondary schools. It has also helped to introduce Asian languages, especially Chinese, into primary schools.

- In cooperation with the Education Department of Western Australia and with support from the Asian Studies Council, the Department is developing a P-12 Japanese curriculum.

- In 1988, the Department took part in trialling *Asia Wise* materials which were developed by the Education Department of Tasmania with help from the Asian Studies Council.

- A Queensland Reference Group was established to respond to draft curriculum materials developed by the National Indonesian Language Curriculum Project.

- A Tele-learning Project was established to trial the delivery of Japanese language courses between schools using modern communications technology. The trial was conducted in the South Coast Region in 1989 and is being run in the Northern Region in 1990.

- Through a series of regional inservice activities in 1989 and through more work carried out by the Curriculum Development Services, the Department has informed Regional Directors of the availability of Asian specialists for inclusion in their professional development programs.

- In the development and implementation of the P-10 curriculum for students in the compulsory years of schooling (primary and junior secondary levels), the Department has included in its common program the study of a language other than English for at least two

years, which should increase significantly the number of students studying Asian languages given the recent government initiatives. It has also included social education, where opportunities exist for students to undertake studies on Asian societies.

- The new Labour Government, elected in December 1989, is very committed to the study of Asia. In April 1990 it commissioned a study on the teaching of languages and cultures in Queensland. The report recommended that language teaching be expanded and upgraded. It recommended that Chinese, Indonesian/Malay and Japanese be among the most important languages for the State, that these be taught widely throughout the State and that by 1996 each region should be offering them in at least one school. A large number of the report's recommendations have been accepted.

- The Department has funded a year-long Graduate Diploma in Teaching (Japanese) for 20 teachers of Japanese beginning in July 1990. The course is run by the Division of Education and the Division of Asian and International Studies at Griffith University. As the teachers are on full pay and a significant part of the program is conducted in Japan, the financial commitment of the Department is at a level which is unprecedented in Australia. The Minister for Education has announced publicly that this program will be an ongoing one.

2.3 Institutions of higher learning in Queensland have, over a much longer period, played a leading role in the study of Asia in Australia.

- The Division of Asian and International Studies at Griffith University, with over 60 full-time and 14 part-time teaching staff and 1,035 students, has the biggest teaching program in Asian studies in the country. Its program on Modern Asian Studies, which began in 1975, enables students to study China, Indonesia, Japan or South Korea using the language

and one of several major social science disciplines. Its newer program in International Business Relations is a business studies program with an Asian emphasis. Students have to do an Asian language in the first year and can continue with their language studies in the second and third years. The non-language courses on economics and marketing make extensive use of Asian materials while courses on government business relations concentrate on the Asia Pacific region.

- The Department of Japanese and Chinese Studies at the University of Queensland has a large Japanese program, including the only Masters program in Japanese interpretation and translation in the country.

- In recognition of their work, the above two institutions were awarded in 1988 a Commonwealth Government-funded Key Centre for Asian Languages and Studies.

- Other institutions of higher learning in Queensland such as James Cook University, the University College of Southern Queensland (the former Darling Downs Institute of Advanced Education) and the University College of Central Queensland (the former Capricornia Institute of Advanced Education) also have Asian Studies programs.

3. It would thus appear that the relevant authorities in Queensland have shown a great deal of interest in Asia, especially in more recent times. Whether this can lead to the effective teaching of Asian languages and studies in schools depends on the ability of the system to solve a number of problems concerning the location of Asian languages and studies in the school curriculum and the availability of qualified teachers.

III. Problems in Introducing Asian Studies

4. The first problem is the perennial one of finding time for Asian languages and studies in a crowded curriculum. There are many competing claims, some made with more and some with less

justification than the case for Asian languages and studies but all made with equal fervour.

4.1 An examination of the P-10 curriculum for students in the compulsory years of schooling will illustrate this.

The curriculum has a Common Program and an Optional Program. In the former, there are seven areas: arts education, health and physical education, language education, mathematics education, religious education, science education and social education.

4.2 On the surface, it is easy enough to introduce Asian language and studies into the Common Program. Asian languages can be taught in the language education area as this requires the study of a language other than English for at least two years. The study of Asian cultures can be included in the social education area as this aims to make students more aware of their own and other cultures and of the need to recognise that the values, beliefs and behaviour patterns of other cultures are just as valid. Asian religions can similarly be discussed in the religious education area.

4.3 In reality, the extent to which Asian languages and studies is introduced is severely limited by the shortage of qualified teaching staff and the time available for it. The issue of staff availability will be dealt with later. All that is argued here is that by necessity the P-10 curriculum has to be very wide-ranging, so that even if Asian languages and studies were mentioned specifically, teaching of them will not be a detailed one. However, Asian languages and studies have not been targeted for special exposure and there is every possibility that, apart from the teaching of one or two of its more fashionable languages, Asia will not receive much attention in the rest of the P-10 curriculum.

Whatever little interest there might have been in including Asia in the teaching of social and religious issues might be reduced even further by the lack of qualified teaching staff and teaching materials.

5. The above discussion shows that the syllabus of the P-10 study program is presented in very broad terms. Herein lies another problem faced in the introduction of Asian languages and studies in Queensland schools. The syllabus does not prescribe the details. While in theory this could lead to a great deal of Asian languages and studies being taught, in reality, at the primary and junior secondary levels (the P-10 level), this has resulted in Asian languages and studies being neglected. At the senior secondary level, where teaching is done by subject and Asian languages are easily identified, it is Asian studies which has been neglected. This will be illustrated by examining some subjects of the Board of Senior Secondary School Studies of Queensland (BOSSSS).

5.1 For subjects which deal with concepts and are not country or area-specific, whether or not Asian studies appear depends entirely on the interest and the expertise of the teachers. This is shown quite clearly by examining the syllabus for Economics, where the needs of Australia will clearly be better served if Asia were to feature significantly in its teaching.

. The course aims to promote the understanding of economic principles so that students can learn to contribute more effectively and responsibly to debates and decisions on economic matters in Australia in an increasingly inter-dependent world economy. To achieve this over a two-year study period, students have to do four semester units. Two of these - *The Australian Economy - a Broad Overview* and *Problems and Issues of the Australian Economy* - are compulsory. The other two are chosen from *Domestic Economic Management, Comparative Economic Systems* and *International Economic Relations - Australia and the World Economy*.

. The unit on *The Australian Economy - a Broad Overview* introduces the workings of a basically market economy and uses the concepts developed for studying the Australian economy. The emphasis is on economic theory and its application to Australia. As can be expected, there is no mention of Asia in the

description of the 10 different areas of study for the unit, nor in the suggested key concepts and comments accompanying each area of study.

- The unit on *Problems and Issues of the Australian Economy* contains seven areas of study and schools are free to choose five of them. While the emphasis is on problems and issues important to the Australian economy, it is nevertheless surprising that in two areas of study (population and Australia in the world economy) Asia does not rate a mention. After all, Asia features prominently in Australia's immigration program and in its trade.

- The unit on *Domestic Economic Management* cannot be expected to contain any reference to Asia but Asian materials should feature very prominently in the units on *Comparative Economic Systems* and *International Economic Relations - Australia and the World Economy*. However, this is not the case. The description of the comparative economic systems unit mentions China as an example of a command economy and has no other reference to Asia. It has been designed very much as a Euro-centric course. The unit on Australia and the world economy is similarly bereft of Asian content.

- This brief description of the Senior Economics syllabus shows that Asia does not feature much in the course contents. The introduction of Asian materials has not been significant. It has been very much a haphazard affair, depending almost entirely on the availability of economics teachers who have interest and expertise in Asian economic matters. And the number of teachers with such interest and expertise has been small.

5.2 For courses which deal with countries, whenever Asian countries are included it is only done so on an elective basis. Take the case of Senior Modern History. This aims at promoting an understanding of the contemporary world

by placing into perspective its historical origins. A two-year period of study contains four compatible semester units from a list of nine:

- Of the nine, two (*Asia and Australia in World Affairs* and *Transformation in Modern East Asia*) refer specifically to Asia but students interested in Asia can only do one of them. In 1990 of the total number of students taking various combinations of the nine units, 18.5 per cent chose the unit on *Asia and Australia in World Affairs* and 2.8 per cent chose the unit on *Transformation in Modern East Asia*. This makes *Asia and Australia in World Affairs* the second most popular unit. However, the unit which deals only with Asia (*Transformation in Modern East Asia*) is the least popular.

- These figures show that when left to students but in reality to teachers, the study of Asian history is not popular. Even if it had been popular, the wisdom of setting aside the study of Asian history can be questioned. For it is to present Asian studies as exotica, as something which is different to the study of the rest of the world. This approach is clearly inimical to the long-term goal for promoting Asian studies for it suggests that the study of Asia is not part of the mainstream. And yet given the current way that students and teachers are voting with their feet, leaving the choice to them will not do much to increase the Asian content of the syllabus. There is room here to be a bit more prescriptive in having Asian materials introduced in the discussion of topics such as nationalism, imperialism and internationalism.

6. The severe time constraint, the presentation of the syllabus in very broad terms and the desirability to introduce Asian content as part of the mainstream suggest that the most effective way to make students Asia-literate is to insist that Asian materials and examples be used in the teaching program. This implies that the syllabus, whether at the primary, junior secondary or senior secondary level, have references to Asia, not as special sections or units but

as part of the normal course of teaching. For example, in the unit on *International Economic Relations - Asia and the World Economy*, the teaching of countries' trading performances should draw on the East Asian experience as well as the American and European ones. There should not be a special section on Asian export performance. The international trading system is so interdependent that it makes no sense to set Asia aside in any discussion on trade. At the senior secondary level, the scope for introducing Asian materials in Ancient History, Modern History, Economics, Geography, Study of Society and even Study of Religion is very good. At the primary and junior secondary levels, where teaching is not by subject, the scope is also good. There is no pedagogic reason why Asian materials cannot be included in the teaching at all three levels of schooling.

7. This is clearly the way to proceed, given the length of time it takes to make major changes to the syllabus of a subject at the senior secondary school level.

- Each subject is reviewed by its Advisory Committee every six years. If the review recommends major changes or a new syllabus, then the various steps needed before the revised or new syllabus can be implemented can take many years.

- The first step is the development of the syllabus and for this inputs from teachers, tertiary institutions, professional associations and parent and community groups are required. If the syllabus is a new one and is accepted by BOSSSS as being potentially viable, then the second step is the conduct of a trial. If less than six schools are interested, the syllabus undergoes only a 'pre-trial', where no formal evaluation takes places. When at least six schools are interested then the trialling begins. Evaluators and an evaluation committee are appointed to help the Advisory Committee. If the trialling reveals substantial problems with the proposed new syllabus then changes are made and the revised syllabus re-trialled. The next steps are the pre-pilot and the pilot stages, where up to 18 schools are involved in discovering the needs of the teachers in implementing the syllabus and in further developing the assessment standards. If the evaluation is favourable then the syllabus is implemented.

- The normal period for the trial and pilot programs of a new syllabus is two years. The old syllabus will generally remain operative for three years after the new syllabus has been approved for general implementation. This means that it can take up to five years before the new syllabus is the only one used for a subject. As some time is needed for the Advisory Committee to review its subject and for the syllabus to be developed, more than five years are needed from the start to the finish of the whole process. The period needed to plan, develop and implement a significantly revised syllabus is not much shorter.

- The introduction of Asian materials to the existing syllabus cannot be seen as a major change. The time needed for the change will therefore be much shorter.

8. The major problem is the supply of qualified teachers in Asian languages and studies. The issues are well known and will only be mentioned briefly.

   Preservice primary teaching qualification is obtained by taking a three-year full-time program which leads to a Bachelor of Teaching. This program does not provide enough time to produce primary teachers with competence in teaching skills, Asian studies and an Asian language, even if the tertiary institution concerned has adequate courses in Asian languages and studies. The same problem exists for the four-year full-time Bachelor of Education program for training secondary teachers. Only those teachers who have done an undergraduate degree program in Asian languages and/or Asian studies and have gone on to complete a Graduate Diploma of Education will have had the opportunity to become adequately prepared to teach about Asia. Unfortunately the number of graduates with good degrees in Asian languages and/or Asian studies who go on to do a Graduate Diploma of Education is not very large. More financially rewarding and less stressful careers are available to them.

9. Even if time was not a constraint, the Asian content of the Bachelor of Teaching, the Bachelor of Education and the Graduate Diploma in Education programs in Queensland's tertiary institutions is very limited. I shall show this by examining the published programs offered by the former Brisbane College of

Advanced Education, the biggest supplier of teachers in Queensland but now disestablished with the Carseldine, Kedron Park and Kelvin Grove campuses now part of the Queensland University of Technology and the Mount Gravatt campus part of Griffith University.

9.1 The teacher training program at the Queensland University of Technology (emanating from the Carseldine, Kedron Park and Kelvin Grove campuses) provides the following programs:

- Diploma of Education, a three-year full-time program with three strands: child care, early childhood and primary.

- Bachelor of Education, a four-year full-time program for secondary teaching.

- Graduate Diploma of Education, a one-year full-time program for graduates with three strands: early childhood teaching, primary teaching and secondary teaching.

There is very little Asian content in the Diploma of Education program. In the preservice strand for the Bachelor of Education, there are two parts: Professional Studies and Discipline Studies. The former provides the knowledge and skills required to be a secondary teacher and is not expected to have any Asian content. The latter allows students to specialise in one or two broad teaching areas of the school curriculum from Grade 8 to Grade 12. Asia features in four of these: English, History, Geography and Economics, but only in a very minor way. In English there is only one elective unit on Asia (Asian Cinema). In History there are two elective units on Asia (Modern China and Japan and Modern India and Southeast Asia). In Geography there is only one elective unit on Asia (Asian Geographical Studies) though Asia could feature quite prominently in the elective unit on Australia and Third World Issues. In Economics there is one elective unit on Asia (Asian Economies) though Asian materials could appear significantly in three compulsory

units (International Economics, Economic Development and Comparative Economic Systems).

In the secondary teaching strand of the Graduate Diploma of Education, students who have majored in Chinese, Indonesian or Japanese in their undergraduate programs can do a maximum of two courses in the language they have graduated in. This constitutes only 14 per cent of the program. There are no Asian studies courses.

9.2 In the Division of Education of Griffith University, students studying to be primary teachers in the Bachelor of Teaching program are able to do only one semester unit in Asian studies as an elective in their Main Study Program of 16 semester units. Their only compulsory exposure to Asian studies is in two pedagogical courses where Asian materials are included to a certain extent. Thus the primary teachers produced have very little Asian studies and no Asian languages.

In the Bachelor of Education program where secondary teachers are trained, students who choose to do Social Education as a concentration area have to do only one semester unit in Asian studies out of a Main Study Program of 24 semester units. There is reference to Asia in only two other semester units. Thus exposure to Asian studies is very limited and exposure to Asian languages nil. For those primary teachers (holders of a Diploma of Teaching and a Diploma of Education) who are doing the inservice Bachelor of Education, the opportunity to increase or upgrade their Asian skills is also very small. Asian studies is only available as a one semester elective unit.

From this it is clear that students preparing to be school teachers through the Bachelor of Teaching and the Bachelor of Education programs will have very limited opportunities to study Asia. The situation is also unsatisfactory for those who have graduated with an Asian language and studies degree and have gone on to do a Graduate Diploma of Education. Two semester units in Second Language Curriculum Studies are available for

students who have majored in Japanese, Chinese or Indonesian (from 1991). These consist of teaching or general second language teaching methodology and on issues specific to their particular language. There are no Asian language or studies courses and also no programs to maintain their language skills. The maintenance problem is not an issue for those who do Asian languages and studies for their undergraduate work and do the Graduate Diploma of Education as a concurrent program.

The Division offers a second language teaching strand in the Graduate Diploma of Applied Linguistics. Teachers of Asian languages may undertake this program over two years of part-time study. They are assumed to be already fluent in the languages they wish to teach. The program aims only to develop an understanding of the fundamental determinants of second language learning.

The only program which seeks directly to upgrade teaching skills in an Asian language is the Graduate Diploma in Teaching (Japanese). This was introduced in 1990 in conjunction with the University's Division of Asian and International Studies. Students carry out studies on the nature of second language learning and teaching and also undertake intensive courses in Japanese both in Australia and Japan. It is a program which was initiated by the Department of Education of Queensland. The students are existing teachers of Japanese and have been released from their teaching duties on full pay to do the program.

9.3 Thus with the exception of the Graduate Diploma of Teaching (Japanese) the teacher training programs examined above (Bachelor of Teaching, Bachelor of Education and Graduate Diploma of Education) do not expose the students to Asian languages or studies to a significant extent. This observation is also valid for the programs currently offered by the other tertiary institutions.

9.4 It should not be thought that Queensland is unusual in having injected little Asian languages and studies into its teacher education programs. Other States have the same

poor track record. Indeed, with the launching of the foreign language program in the August 1990 budget, it may be concluded that Queensland will be turning the situation round dramatically in the near future. Already substantial changes have been made to the published education programs of the Queensland University of Technology and Griffith University and Asian languages and studies are much more prominent now.

9.5 It should also be remembered that the vast majority of teachers were trained some years ago when the study of Asia was even rarer. The future teacher education programs of all the tertiary institutions in Queensland will increase the exposure to Asia but even if the increase was dramatic the bulk of the teaching profession will still not be Asia-literate. Inservice programs for the existing teachers will therefore be crucial.

IV. Strategy for Introducing Asian Languages and Studies in Teacher Education Programs

10. The analysis so far shows that the educational authorities in Queensland are keen to push Asian languages and studies but that there are problems in implementing the plan. A more interventionist approach and a more coordinated one among all of the parties involved will be needed.

11. It should start with the Department of Education stating that it is very keen and serious about making Queensland students more Asia-literate and is prepared to provide additional funds to make this happen. The allocation of an initial $5 million instalment in a $65 million package for a foreign language program for the 1990s in the August 1990 budget is a very good start. This will allow the employment of 102 new foreign language teachers and teacher aides, the development of new curricula and the requisition of new teaching materials. Steps will also be taken to increase the number of language teachers. The aim is to provide foreign language instruction to all students in Years 6, 7 and 8 by 1994, to expand it to include students in Years 4 and 5 by 1996 and to include students in Years 1, 2 and 3 by 2000. As the program emphasises Japanese, Chinese, Indonesian and German the Asian thrust of the government's foreign language strategy is very clear.

12. While the push for Asian languages, especially at the primary level, is laudable the government should not ignore Asian studies. There should be a similar commitment. Among the activities that should be funded are inservice programs on Asian studies either formally (e.g. as part of a higher degree program) or informally (e.g. the recent seminar on Japan in the post-war period run by the Queensland History Teachers Association), the development of Asian studies curricula and the dissemination of materials on Asia.

13. Another direct action which can be taken by the government is to insist that demonstration of the successful introduction of Asian languages and/or studies be another criterion for the promotion of teachers. This would reinforce the other signals sent out by the government that it is serious about the study of Asia.

14. At another level the case for Asian studies can be strengthened by having more Asian content in the P-10 and senior secondary levels along the lines recommended earlier. Proposals for changes to the syllabus of a subject of the Board of Senior Secondary School Studies of Queensland can formally come from a variety of sources, but such groups can be influenced importantly by the government through the actions of the Department of Education. The introduction of Asian materials into the curriculum should not be considered as a major change; this should shorten the process and time it takes to plan and implement it.

15. The Board of Teacher Registration of Queensland can also take an important lead. As the body which ensures that proper standards are established and maintained for the teaching profession it can insist that a knowledge of Asia is needed for teachers to help students cope effectively in an increasingly complex world.

16. The tertiary institutions can play a more aggressive role in introducing Asian languages and studies in their teacher education programs. There is ample scope for introducing Asian content in the delivery of the broad teaching areas of History, Geography and Economics of the Bachelor of Education program. There is less scope in the Bachelor of Teaching program but Asian studies can still be included.

17. The Graduate Diploma of Education program can only further work on Asia for those who have come to it with degrees in Asian

languages and/or studies. There is no space to begin work on Asia or its languages. The trick here is to encourage those with first degrees in Asian languages and/or studies to enter the teaching profession. The creation of more teaching jobs, especially ones in Asian languages, is an important start. Making the teaching profession a more attractive profession is a more important requirement, for which unfortunately not enough has been done.

18. The solution proposed is conceptually simple. Where possible, insist that Asian content be included in the P-10 curriculum, the syllabuses of senior secondary school subjects and the courses in the various teacher education programs. Let the Department of Education mention the fact that a knowledge of Asia is considered important in teaching Australian students to cope in an increasingly complex and interdependent world and reinforce this through the Board of Teacher Registration. Provide inservice programs on Asian languages and/or studies for the existing teachers keen to push the study of Asia. Create the jobs and better career paths for such people. And do all of these things in a coordinated way. There is a need to be more interventionist and there is a need to provide the funds. Now is the time to do it because we have a unique situation where, at the policy level, the Federal and State governments are all in broad agreement with the need for Australians to be more Asia-literate.

Now is also the last chance we have to do it because we are already many years too late. Conferences such as this were held 20 years ago when East Asia began its economic ascendancy but nothing significant came out of them. Today East Asia has to look even more to Europe and North America as the era of trading blocs begins. We need to act now if Australia is to play a part in the Asia-Pacific Economic Cooperation scheme and if it is to survive in an increasingly competitive but unfair world.

ASIAN STUDIES CONTENT OF SENIOR SOCIAL SCIENCE SYLLABUSES

Neville Biggs,
Chairman, Board of Senior Secondary School Studies
Social Sciences Subject Advisory Committee

The Senior Social Sciences are Economics, Geography, Ancient and Modern History and Study of Society. All consist of a number of semester units from which schools make a selection.

Each views content as a means of learning rather than the end. Although all syllabuses require content objectives to be achieved, they also require considerable emphasis on process and skill objectives. Some syllabuses make specific reference to Asia in the content objectives.

There are three levels of reference to Asia in the content of these syllabuses. Firstly, there are semester units, or perhaps units of smaller extent, which may be selected in toto, for example, Modern History Unit 6, Transformation in Modern East Asia, or Economics topic, Communist Economics, The People's Republic of China. An example of a unit from the Modern History syllabus is given below. Secondly, there exists a guided choice such as in Ancient History, Semester 4, Forms of Government: 'Some suggested approaches ... Assyrian, Persian ... Empires'. The third form is an open choice in which schools, or teachers, have the opportunity to select areas, perhaps with the suggestion of balance of continental areas. This can be found in Study of Society, A Comparative Study of Australian Society and other Societies, content areas: Western nations, Asian nations, developing nations and Australia.

At present, the Social Sciences Advisory Committee of the Board of Senior Secondary School Studies is not planning any development of syllabuses outside the four disciplines. Such a plan would be contrary to the present thrust of Queensland curriculum development where content is not seen as the controlling factor for a syllabus. Currently the committee is seeking commonality and uniqueness in the Social Science subjects both collectively and individually. There is no intention of following up on a single content area such as Asia.

There is ample opportunity to study the relationship of Asia to Australia in the syllabuses which exist. When syllabuses require studies of Asia, these of course

satisfy the needs for Asian studies, but where there are no such requirements, teachers of Social Science subjects tend to seek a balance in the studies planned for their students. Studies of Asia therefore appear quite consistently in School Work Programs.

One Example of A Secondary Modern History Unit

UNIT 5: ASIA AND AUSTRALIA IN WORLD AFFAIRS

(INCOMPATIBLE WITH UNIT 6: TRANSFORMATION OF MODERN EAST ASIA AND UNIT 8: MODERN AUSTRALIA)

1. **Theme**

In this century Asian countries have emerged as significant world powers. To understand the emergence of growth of influence of some of the major powers, it is essential that students develop an appreciation of Asia's political patterns, economic problems and social developments. Students need also to become familiar with the external policies of the major Asian powers and with disputes in which they have become involved and which have led to international complications.

The student should be able to appreciate Australia's position in world affairs and should form an understanding, both of the way in which Australia's role in world affairs has changed since World War II, and of how events in Asia and other international implications have affected Australia's attitudes and policies. Australia has oriented herself towards Asia much more since World War II, and the students need to understand the events that have forced Australia to move in this direction. The student needs also to understand Asian reactions to Australia's stand on many international issues and to understand why Australian aspirations and those of many Asians have so often been in conflict.

Content areas - Western nations, Asian nations, developing nations and Australia.

ASIAN STUDIES CURRICULUM DEVELOPMENT PROJECT

Kerry Fairbairn,
Principal Education Officer,
Division of Curriculum Studies,
Department of Education, Queensland

Background to Project

Recent policy initiatives at Government level have seen closer links established between Queensland and various Asian nations and increasing recognition of the importance of such relationships for strategic, trade, cultural and educational purposes.

In education, the study of languages and cultures is now a Department priority, with Asian languages and cultures attracting special emphasis. ' The current budget provides substantial special funding for the study of languages other than English and provides for rapid increases in the numbers of programs offered in Asian languages in particular.

A desire to encourage an increased emphasis on the study of Asia in the curriculum has given rise to the present project, a cooperative initiative of the Queensland Department of Education and the Asian Studies Council.

Proposed Project

The Asian Studies Curriculum Development Project aims to:

- review the nature and extent of available resource materials and ascertain their appropriateness for supporting teaching and learning in the area of Asian Studies in the curriculum of primary and secondary schools;
- identify areas of need in relation to curriculum resource materials to support teaching and learning;
- ascertain and prioritise appropriate means of addressing selected areas of need in supporting teaching and learning;
- undertake the development of materials to meet selected identified needs; and

- plan and support the dissemination of the materials to the school.

Proposed Curriculum Development Project Outline

The project is scheduled to run from July 1990 to June 1992. Three phases of the project have been identified. These are:

Phase 1	**Review**	**Jul 1990 - Nov 1990**
	A. Audit of Curriculum Resources	
	B. Curriculum Mapping Exercise	
Phase 2	**Consultation and Consolidation**	**Nov 1990 - Mar 1991**
	A. National Conference	
	B. State Consultative Conference	
Phase 3	**Development and Publication**	**Mar 1991 - June 1992**
	A. Curriculum Materials	
	B. Other Resource Material	

A full-time officer is to be appointed for the project.

Project to Date

A preliminary investigation has been undertaken by Research Services, Division of Curriculum Services. The objective of the investigation was to 'describe and review the scope and nature of Asian Studies in the curriculum in a sample of primary and secondary schools' . (Phase 1B)

Specific research tasks were intended to:

- ascertain the extent to which Asian Studies is prescribed in curriculum documents;
- determine the flexibility schools have in including Asian Studies within school programs;
- identify the availability and use of materials for supporting the inclusion of Asian Studies in school programs;

- review the appropriateness of materials for particular year levels;

- indicate the contribution which Asian Studies is making towards the overall education of students;

- identify the attitudes of teachers and students towards the place of Asian Studies in schools; and

- identify factors which constrain/facilitate the inclusion of Asian Studies in the schools' programs.

Initial results of the preliminary investigation were presented in the Conference session *Curriculum Initiatives - Queensland*. Further work is envisaged before a report is written.

YEAR 9 ASIAN STUDIES IN GEOGRAPHY

Robyn Sellars,
Geography Subject Master

In term three I used an action research/inquiry learning model with my Year 9 Geography students to study Asia. In Junior Geography the whole curriculum focuses on the development of skills to acquire, interpret and synthesise information. It is expected that study will focus on five areas:

(a) geographical patterns in the local community and environment;

(b) geographical patterns in the student's home country;

(c) geographical patterns in a number of overseas areas ranging in scale from small study areas, to regions, countries, international groupings, biomes and continents;

(d) global patterns;

(e) contemporary geographical issues.

Asian studies are particularly relevant to (c), (d) and (e).

Throughout secondary geography an inquiry approach is advocated.

Learning Models

We started the whole class using the Action-Research model which was new to them. The aims were that students should be self directed, work alone or in small groups, be critical about the material, and share information gathered with other class members. A number of students stayed with the whole process of gathering data, reviewing each day's work in diaries and deciding on the next day's work based on those reflections. Most of the group reverted to the more familiar enquiry approach as the demands of working in groups, finding information and reporting by deadlines pressed in.

Assessment

The students were required to give 2-3 reports of their work to the whole group. For most, these took the form of oral reports using slides, overhead transparencies and newspaper reports. Some of the students also gave essays on their topic for me to mark. At the outset the students were aware that they would be marked by the teacher and the class group on these criteria -

knowledge
gathering and recording data
comprehension, analysis, application
synthesis evaluation and decision making
reporting.

Topics Studied

Apart from establishing good group work practices, the initial stimulus material used was the *Asia Wise* magazines. I chose these because I wanted to present the students with up-to-date, non-stereotype views of Asia at the outset. This magazine appeals to kids of this age - possible reasons include the magazine format, bright covers, colour photography, short articles, stories about young people, scientific and technological innovation and Asian connections with Australia.

Topics the class chose to research and report on included:

Vietnam - economic changes since the Vietnam War
Korean family life
Sport in Japan
Chinese cookery
Singapore - a great port
A tourist view of India
Traditional houses in the outer islands of Indonesia
Penalties for drug offences in Thailand and Malaysia.

The students used newspapers, videos, magazines and books from the school library to prepare their reports. I was disappointed that most chose rather traditional topics and reflected views of Asia that many Australians hold, instead of looking to modern Asia, Australian-Asian connections and the future. I realise now that at this age the students were largely guided in their choice of topics by what they could easily find in text books. They did not have a clear enough, overall picture of Asian geography, political boundaries, history, culture, to be

more discriminating in their choice of topics. For many of them, apart from primary school social studies this was the first time they had done any formal study of Asia.

Evaluation of the Asian Unit

Apart from the first 2-3 weeks of the study when almost all of the students bitterly resented the perceived lack of teacher direction as to 'what to do', the students really enjoyed the freedom of choosing their own topics and issues. As a consequence of enjoying the process the students also think well of the Asian unit and will probably approach future Asian studies favourably.

I don't think the students have overcome stereotyped pre-existing views of Asia to any great extent but most have a clearer knowledge of Asia.

Most of the time I really needed the assistance of at least one other teacher to help the students find information to continue with their work. This has also been the experience of other teachers in the department who have used an Action Research model with their groups.

Sharing information with the whole class in the form of oral reports was effective. The students were competitive and critical about presentation and the standards of work were high.

Review of the Unit

When I teach the unit again I will teach about physical geography, modern history and political boundaries first.

I will ask the librarians to keep a file of newspaper articles on Australian-Asian links for me to use at the outset. I will ask the teacher/librarian to look for magazines more appropriately geared to Year 9s than *Far Eastern Review* which is the only specifically Asian magazine the school keeps.

More hands-on experiences such as Asian handicrafts could be used to introduce fun into the concept of Asian studies.

To teach about Asia effectively I think teachers need:

(a) a means of recognising their own prejudices about Asia and Asians. It is not appropriate to expect that teachers will be without racist or biased views about Asia and Asians;

(b) cultural notes on Asia, e.g. those given to teachers who have large groups of Asian students in their classes;

(c) some inservice education on educational psychology on overcoming pre-existing stereotyped views about Asia and Asians. I was aware on a number of occasions that I could easily have inadvertently reinforced stereotyped views by failing to approach discussion topics in an appropriate way;

(d) texts and materials that provide learning experiences to enhance understanding of the modern Asian cultures.

(e) contacts who could visit the classroom to provide 'hands-on' fun experiences of Asian cultures.

THE DECISION MAKING IN THE ALBANY JAPANESE CLUSTER AND CURRICULUM INTEGRATION CONSIDERATION

Paul Cooke,
Japanese Language Coordinator

1. **Self - Introduction/Background**

I studied Japanese for five years at high school and was a Rotary exchange student. After completing primary teacher preparation, I taught Years 4, 1, 2, 6 and 7. When living in Japan and the Canary Islands, I taught English as a Second Language classes. I gained further experience as a sales representative for JCT/JAL.

2. **Current Situation**

In the 'Albany Cluster' I am teaching Japanese to: Year 2 x 5 drafts, Year 3 x 3 drafts, Year 5 x 7 drafts, Year 7 x 1, and Years 8-10 Japanese.

3. I will focus sections of my discussion so that they relate to the conference aims. Therefore, I will discuss:

. LOTE within our Cluster as a Language Learning Program.

. Implications for schools and teachers beginning a LOTE program based on our experience (1989/1990). Pre-program considerations.

. Future concerns/considerations.

4. **Definition of a Cluster**

A Cluster is a group of schools, very often a number of primary schools with one or more secondary schools, that participate in the same LOTE program. The schools work cooperatively in designing, developing, delivering and evaluating the program. Often the same teacher teaches in both the primary and secondary schools. The main benefit of this arrangement is the continuity of learnings.

5. The Queensland Education Department's recent budget has allocated considerable funding to support the development of this. LOTE education has recently been widely documented. We, as educators, can no longer ignore our near neighbours nor the benefits of cultural awareness and language learning: the Education Department has also suggested four key guidelines for schools that will assist in the overall management of LOTE programs:

1. Funding
2. Coordination
3. Marketing
4. Enthusiasm.

6. Our background in the Albany Cluster has been:

(i) 1989 — Japanese introduced in Years 8 and 9, 2 upper primary classes, one each at two feeder primary schools, each within five minutes drive from the high school.

(ii) 1990 — Due to expressed need by the then LOTE teacher, teachers, parents and administrators (school community) and not forgetting students, one full-time Japanese teacher and a 'half' teacher were appointed. I was appointed as the full-time LOTE Japanese teacher.

7. Many roles and responsibilities and decision-making factors needed clarification as well as an explanation of the terminology being used, such as LOTE, Cluster, etc. LOTE teachers, administrators, other teaching staff and parents were informed and are continuing to share in further clarifying and actioning considerations listed by the LOTE committee.

This has implications for schools and communities wishing to begin LOTE programs.

8. **The Albany Cluster**

My key concern was to define clear goals and outline the program which began in the three schools I was to visit. The rationale, goals, objectives, language statements, etc., have been re-written in collaboration with

committee members and members of the newly-formed Languages and Cultures Unit (LACU) in 1990.

My initial explanations and program overviews have been redefined as committee members have contributed, etc.

9. Gaining the support of the non-LOTE classroom teachers whose class I was to teach involved a too brief introductory session prior to the commencement of the program. Because of the time given, I must cut short the various steps we undertook in developing our program, so I can provide an overview of our Cluster's considerations.

10. A committee was formed consisting of an administrator, non-LOTE classroom teacher and parent from each school concerned, and myself.

We came up with the following list of considerations after 'brainstorming' helping and hindering factors within the program that operated in 1989. This was done early in 1990. These were prioritised and then brainstormed over a number of meetings so that an Action Plan could be developed. This is ongoing and will require further action in future - different administrators, teachers, etc., funding.

11. **Action Plan - LOTE Cluster Considerations**

1. Community awareness of LOTE within our cluster.

2. (a) Which language(s)
   (b) Target groups
   (c) Staffing roles.

3. Funding.

4. Time.

5. Curriculum and resource development.

6. Cultural extension/promotion of programs, community awareness.

7. Evaluation.

Each of these seven main areas grew out of the brainstorming session. Over many meetings each concern has been discussed further and a procedures/consideration policy has been put into operation.

Each of the areas for consideration is interdependent with the others.

We needed to inform our school community about LOTE and the benefits of learning a LOTE. This was followed by important decisions regarding:

(a) Which LOTE?

(b) What target groups/year levels?

This had implications for staffing and roles of staff, time availability and development of our language curriculum and resources.

12. I will focus now on:

1. Proposed plans for improving community awareness of LOTE within the Albany Cluster.

2. Time concerns.

3. Curriculum and resource development.

These areas required significant decisions that affected me as the LOTE specific Japanese teacher.

13. **Consideration for Community Awareness**

(a) Ongoing news - weekly school newsletter.

(b) Monthly or two-monthly Cluster LOTE Note.

(Provide information - i.e. Education Department developments, vocabulary children are studying/topics, festivals information, recipes, class requirements and activities, developments in the Cluster and events pertaining to the LOTE within the wider community.)

(c) LOTE logo for Cluster - art competition.

(d) Holding cultural events within the Cluster (restaurant, concert, food days at tuckshop, art/music/cultural days; participation nights - lessons, festival night, shopping centre visits).

(e) Multilingual signs.

(f) Parent working bee.

(g) Pen pals for students.

(h) Public relations - local, daily newspapers, etc.

14. Time Concerns

Have implications for administrators, coordinators and teachers with the school:

(a) Orientation for non-LOTE teachers.

(b) Liaison - consultation time.

(c) Meeting times.

(d) Program development time.

(e) Resource development time.

(f) Lesson contact time and follow-up time.

15. Curriculum and Resource Development Plan

As a teacher visiting 17 classes, my aim was to create an area within a centre or section of each classroom that would serve as a focus for the LOTE Japanese part of the curriculum. The teachers in the primary school stated a need for:

- weather/calendar chart
- birthday charts
- numbers
- Japanese Hiragana charts

as starters. A map and posters that are rotated between classrooms can also serve as a focusing agent for displaying vocabulary or language patterns, etc., when beginning a LOTE program.

16. Our three-year plan was and still is:

1990

Write a school-based upper and lower primary LOTE specific program. This has been done by using a draft syllabi Stage A and Stage B from the Japanese K-12 National Curriculum Project, which is sponsored by the Asian Studies Council. This has involved fortnightly evening meetings with two non-LOTE teachers representing the primary schools, a Japanese-speaking classroom teacher and myself. Topics were discussed, sequenced, drafted and re-drafted. Children were interviewed to build up interest and core vocabulary lists.

We, as teachers, brainstormed and shared ideas for activities that were communicative in nature. The main purpose for learning a LOTE is communication. This program has been implemented in part this year and the total program is currently being typed.

17. In 1991, we intend to add resources to our program and develop tapes and a wider variety of activity booklets to complement it.

So as to focus on a variety of specific resources, the list was prioritised. We utilised the services of a visiting Japanese teacher.

18. In 1992, we wish to work on an integrated program encompassing LOTE Across the Curriculum (Diagram 1) below. This idea will be jointly developed with interested teachers.

Within the P-10 language and curriculum frameworks it will necessitate considerable thought from Year 8-10 teachers. School-based decisions will need to be made by administrators and school communities so as to support, direct and continue the LOTE program as an integral part of our total school curriculum.

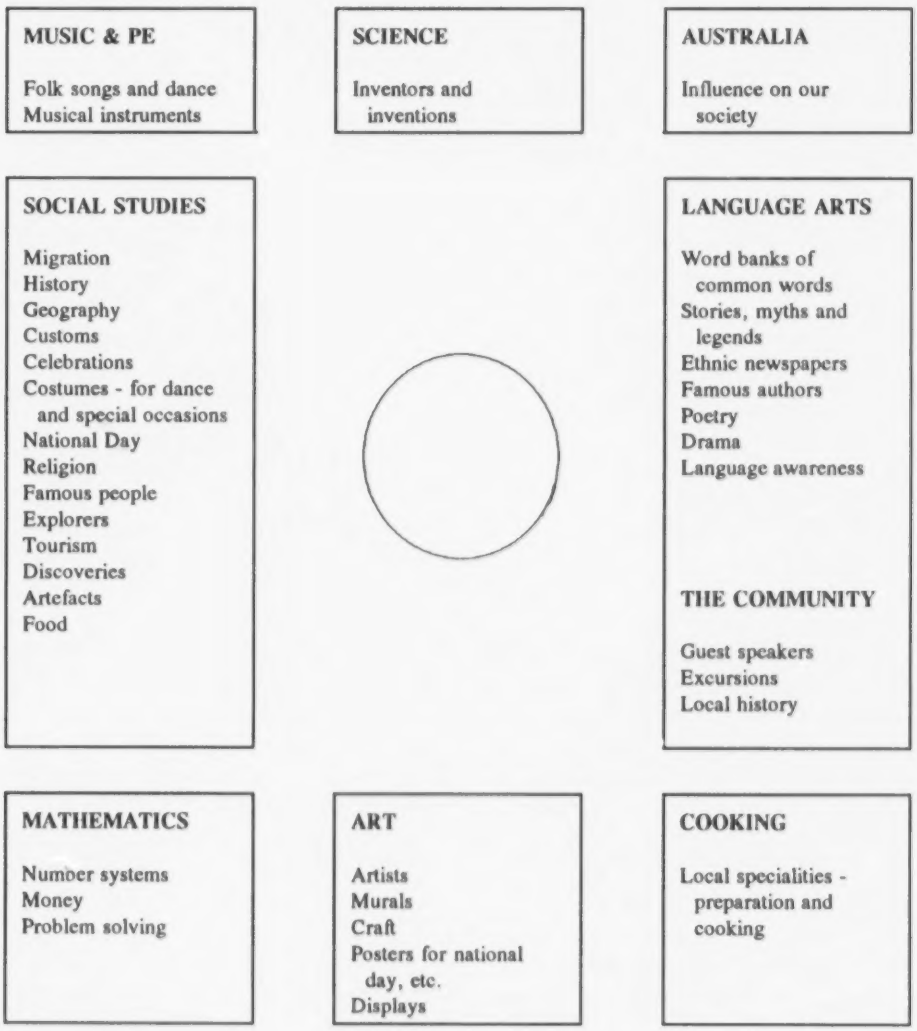
19. Based on my discussion today, I hope that you have gained:

(a) an idea of the Cluster situation that is operating at Albany Creek;

(b) some ideas, based on our experiences, in relation to decision-making that may assist your school community;

(c) food for thought in considering some requirements for future preservice and inservice teacher education programs.

Diagram 1: LOTE across the curriculum



WORKSHOP GROUP REPORTS

Participants divided into groups in the workshop session, according to five different areas or age levels of interest: generalist early childhood and primary teachers; early childhood and primary language specialist teachers; secondary language specialists; secondary teachers in discipline areas other than an Asian language; and native speakers of Asian languages. The groups addressed questions concerning the needs or problems of teachers in the areas of Asian Studies and languages, and the implications for preservice and inservice teacher education. The group reports which appear below are largely in the form in which they were presented at the conference, subject only to minor editing.

GROUP 1: GENERALIST EARLY CHILDHOOD AND PRIMARY TEACHERS

1. What are the major problems confronted by teachers seeking to teach about Asia?

The group agreed that problems facing preservice and inservice teacher education students would be different and therefore the needs of both groups should be taken into consideration when planning courses.

(a) In relation to preservice teachers, it was felt that in many cases people enter tertiary education with very limited knowledge about Asia. So these students, particularly in their first semester, need to engage in considerable learning. This learning needs to continue over three, possibly four years of their training.

(b) In terms of the inservice education program, it was felt that the reverse needs to take place, i.e. that 'unlearning' needs to occur to overcome preconceived ideas about culture and stereotyped views, because most of the learning about Asian society in tertiary education programs has taken place through Eurocentric eyes. That particular perspective needs to be addressed.

It was felt that both of these issues, learning and unlearning, could be addressed by presenting students, whether they be students in preservice courses or experienced teachers, with a realistic view of culture by engaging them in cultural experiences of Asia.

(c) Another problem relates to the teaching of languages and its relationship to literacy levels, particularly in the lower school. It was felt generally that the relationship between the acquisition of first and second languages needed to be investigated more fully. Some research suggests that literacy skills in the first language suffer when a second language is learned at an early age. So it was concluded by the group that more research needed to be conducted to establish relationships between these two areas.

2. What do early childhood and primary teachers need to know about Asia and Asian languages; and what should preservice teacher education comprise to meet these needs?

It was felt that all students in teacher education programs need to be sensitised to Asian languages, customs and cultures. Students in these endeavours need to be supported and not 'frightened away', particularly in the learning of a second language.

In terms of the content that should be taught about other cultures, this was basically broken down into three broad categories:

(a) Preservice students need to be introduced to traditional cultural frameworks that operate in Asia, particularly when looking at the great legacies of China and Japan, and their impact on other Asian societies.

(b) Students also need to be introduced to the contemporary reality and diversity of the region, and we all acknowledge that there is great diversity, that countries vary considerably, e.g. from those that are extremely poor, to those that are in a state of transition, to those like Japan, which are extremely wealthy.

(c) Thirdly, students need to understand the cultural diversity and richness of the region. Out of this understanding will come a self-enriching cultural perspective, which is of great importance to the contemporary world and in particular, to pluralist Australia.

Because the group was concerned with early childhood and lower primary teachers, it was generally felt that those three components of content dealing with culture need to focus on children in Asia as well as drawing out similarities and contrasts between their own culture and other cultures which are studied. The best way for young children to learn about other cultures was through direct hands-on experience, particularly where that focus was on Asian children. Examples were

provided as to how children from relatively monocultural preschool centres would meet more significantly multicultural groups.

Conclusions

Finally, three conclusions made in terms of teacher education programs were:

1. Firstly, that students need to understand and appreciate the need for Asian Studies at all levels of schooling. It was felt that a fair degree of 'marketing' needs to take place. It was acknowledged that Japanese language and Chinese language are generally accepted within the community, however, more work needs to be done to promote Indonesian and other important languages of the region.

2. Secondly, students need to learn how better to teach those languages. Not only the languages, but how one goes about effectively teaching intercultural and crosscultural studies in an attempt to break down some of the stereotypes which are all too common.

3. The final point was that we should be realistic. Teachers face many difficulties in terms of curriculum development, syllabus revision and integration. Planning is difficult because it takes time, some teachers lack confidence and there is a general lack of resources. There is a need to be very supportive, both materially and also in terms of teacher preparation.

The group concluded that in order to ensure a comprehensive program in Asian studies, which includes the above suggestions, it would be necessary to extend preservice programs to four years.

GROUP 2: LANGUAGE SPECIALISTS (EARLY CHILDHOOD AND PRIMARY)

1. What are the needs of early childhood and primary language specialist teachers in relation to the following points:

(a) Knowledge of Asia

Classroom and specialist teachers need a global awareness of Asia.

Teachers need a focus on Asia in order to develop their knowledge of the region.

The boundaries of 'Asia' need to be defined.

Teachers need to be aware of cultural idiosyncracies in order to share the cultures of Asia and its peoples.

Special events and cultural projects should be promoted.

Children of Asian nations and Asian community representatives should be used in the classroom.

(b) Language teaching

Teachers should be aware of how culture ties in with language.

Support mechanisms for maintenance of programs are very important. They are needed to create a framework on which to learn about Asia; to help with inservice education, resources, and as a collection/distribution point; and to provide classroom support.

Different regions of the State should focus on different Asian countries and languages.

(c) Generalist primary teaching skills

Teachers need to have marketing skills in order to convince parents, teachers and students of the need to learn Asian languages.

Teachers should not be narrowly focused in their thinking, they must appreciate other countries or languages beside their own specialisations.

(d) **Other primary curriculum areas**

Teachers require an understanding of methodologies specific to activities that class teachers can continue when the specialist has gone.

The focus for early childhood and primary language specialists should be Years 1-10.

(e) **Level of language proficiency in the language taught**

Primary specialists must be as proficient in the language as secondary teachers. Correct accent and pronunciation must be reinforced.

Teachers should be versed in communicative teaching and have the ability to adjust to meet student needs.

(f) **Additional points**

There should be a more centralised control on grants given to schools to develop resources. Greater communication would stop duplication of resources.

2. **What should preservice teacher education comprise to meet these needs?**

Preservice teacher education for language specialists should include:

- Modelling of language teaching skills;
- Language pedagogy;
- Basic skills in linguistics;
- Cultural studies.

Proficiency should be developed.

Courses should include methodology to show how cultural elements can be connected with language teaching, for example teaching songs in the language from that country, to give a cultural context.

Teacher exchange systems should be continued and increased.

Language taught at tertiary level should focus on the needs of the teacher in the classroom.

Classroom teachers should be prepared to be LOTE helpers and have LOTE awareness.

Primary courses should be of four years duration.

3. **What should inservice education comprise for primary teachers?**

There should be liaison between Department of Education and tertiary institutions to accredit and upgrade teachers.

Native speakers should be used as co-teachers.

There should be incentives for non-LOTE teachers to help with LOTE, e.g. credit towards B.Ed. or other award courses for undertaking projects.

Native tutors should be conversant with pedagogical skills appropriate to Australian classrooms.

4. **Which Asian languages should be emphasised or given priority in teacher education?**

The group supported the Asian languages in Group 1 of the Queensland Department of Education target language areas: Japanese, Chinese, Indonesian/Malay. It was agreed Korean should also be included.

GROUP 3: LANGUAGE SPECIALISTS (SECONDARY)

1. **The needs of secondary specialist LOTE teachers were discussed in relation to the following headings:**

(a) **Knowledge of Asia or Asian culture**

Language and culture are interdependent and cannot be separated, therefore the amount and type of knowledge of Asia or Asian culture is the same as the language aspect. Any teacher of an Asian language should have a total picture of Asia.

Asia tends at present to be defined as China and Japan, but teachers who teach these languages should be aware that it is much wider than that, with influences of other parts of Asia also being of real significance.

(b) **LOTE teaching**

Teachers must have sound methodology in the communicative approach. Teaching in communicative mode is essential and teachers need to have the understanding and ability to achieve this.

In-country experience is essential and regular reinforcement with native speakers is vital, as is practice of the language.

A strong understanding of linguistics is necessary.

Native speakers are not always able to teach their first language well.

Some teachers need to be able to teach in the immersion mode.

A supportive LOTE teachers' association plays a significant role.

Cross-fertilisation of ideas between government and non-government schools is important.

Linguistic resources for teachers in Australia are particularly limited.

Resources (i.e. authentic materials) which are copyright-cleared are essential, e.g. authentic videos to be used in the classroom with students and other authentic videos could be used by teachers to improve their language skills.

(c) **Other secondary school curriculum areas**

LOTE teachers need to be aware of happenings in other areas, so that they can cooperate with other departments and support each other.

LOTE teachers may need a second teaching area: as a break from LOTE teaching for variety; to give an understanding of other areas and possibly combine disciplines.

(d) **Level of proficiency in the LOTE taught**

In teacher registration, a category for teachers of foreign languages is essential, in the long term especially (i.e. LOTE teachers with a particular proficiency level and appropriate methodology).

Excellent teachers are required for LOTE in the common curriculum, the time is right and essential for a foreign language teacher category.

Teachers MUST have proficiency in the LOTE.

If native speakers, they need to have a sound level of proficiency in English to work in the total school environment.

Consideration should be given to rewarding teachers who go beyond ASLPR level 3 (2 for reading and writing) i.e. the minimum level stated.

Proficiency above level 3 should be only part of the battery of criteria used for promotion of LOTE teachers.

Support should be given to the Departmental goal eventually to have LOTE teachers at the appropriate proficiency level (and methodology level) for registration and employment.

(e) **Meeting the needs of native and non-native speakers of Asian languages, and the possibility of separate syllabuses for the different client groups**

Separate syllabuses for groups of native speakers, when the need is identified, will help in supplying potential LOTE teachers.

(f) **Additional points**

There is an urgent need for courses for native speakers with potential as LOTE teachers, especially to upgrade their English skills.

2. **What should preservice LOTE teacher education comprise to meet these needs?**

(a) **Possible courses and course structure**

There is a need for special courses for LOTE teachers.

Language aspects of courses need to be continuous throughout the course.

A one-semester course is required for primary classroom support teachers to understand the teaching/learning of LOTE.

Courses for primary LOTE teachers need to be available and extended.

(b) **Content**

Language for special purposes (e.g. classroom language) needs to be included in the course.

Courses need to be well-structured.

Emphases of many of the present courses need to change.

There should be emphasis on language at all times even if it is literature which is under discussion.

(c) **Practical experiences**

Potential LOTE teachers need to have appropriate school practical experiences. The quality and number of experiences is important.

(d) **In-country experience in the LOTE taught**

In-country experience should be an essential part of the LOTE teacher education course, that is: teachers may undertake it prior to or during the course, or undertake it in first couple of years of LOTE teaching.

In-country experiences should be a structured part of preservice courses.

Credit should be given for in-country experience.

(e) Additional points

LOTE lecturers in tertiary institutions need:

- appropriate language proficiency,
- ability and willingness to appropriately model the essential communicative teaching methodology,
- recent, relevant, quality school experience.

There is a need to cater for native speakers in courses by giving credit for a language unit (or two) after testing - substitute units could be given in courses for some language units.

3. Inservice education

(a) Inservice education for existing LOTE teachers in the secondary school wishing to upgrade their LOTE proficiency

Teachers need incentives to upgrade.

Credit should be given for upgrading, including credit for in-country experience, particularly structured experiences.

A considerable amount of upgrading should be in the employer's time.

A great variety of models of inservice education are needed.

Teachers need regular inservice education.

Intensive courses are essential.

The problem of inservice for LOTE teachers in remote areas means external courses should be offered.

(b) Inservice education for existing teachers in secondary schools, with knowledge of an Asian LOTE (but without the necessary methodology background) who are not currently teaching a LOTE

Methodology courses are essential.

Teachers need to be withdrawn from teaching duties and have special methodology courses made available to them.

External courses also need to be offered.

4. **Which Asian languages should be emphasised or given priority in teacher education?**

Japanese, Chinese, Indonesian, and also Vietnamese, should be emphasised.

Appropriate people (e.g education authorities and the business community) should be consulted to establish future demands for particular languages, so that we are not 'caught out'.

5. **Additional points**

There is a need to emphasise and keep emphasising the <u>educational</u> value of LOTE teaching/learning.

GROUP 4: SECONDARY TEACHERS IN DISCIPLINE AREAS OTHER THAN AN ASIAN LANGUAGE

1. What are the needs of secondary teachers in all discipline areas in relation to knowledge of Asia and Asian languages?

There is a need to define what is meant by 'Asia'.

There should be a move from 'great deeds' and 'big history'; people should be placed in the forefront of studies.

Knowledge in terms of stereotypes should be challenged; teachers need to be aware of the dangers of stereotyping events in Asia. There is a need to combat racism and avoid prejudice.

Teachers should undertake discipline studies which do not present a Eurocentric view.

Teachers need contemporary knowledge about Asia.

Teachers require adequate resources on Asia which avoid a Eurocentric view, and resources on Asia in the post-1945 period.

Teachers require understanding of the processes involved in curriculum planning and knowledge of how to interpret syllabuses, in order to include Asia in curriculum planning and classroom practice.

A key issue is to infiltrate core areas of the curriculum by increasing the Asian content in a variety of syllabuses.

In terms of multidisciplinary approaches: this should be planned as a major rethinking exercise, with timetabling and hours considered; there is a need to come up with something now in the P-10 era.

2. What should preservice teacher education comprise to meet these needs?

More Asian examples should be used.

First-year students come in with romantic or stereotyped views of cultures (their own and Asian). They need to develop socially critical approaches

through the study of their own culture and other cultures; introductory units which demystify their views are needed.

Language and cultural studies should be closely linked.

The quality of LOTE preparation in teacher education courses should be improved.

Cultural studies need to be extended, so that Art, Music, Drama, Literature, etc. become part of language and cultural studies in preservice courses.

3. **What should inservice courses in Asian Studies comprise to meet the needs of teachers in the discipline areas taught?**

Teachers require inservice education in order to include an Asian perspective throughout all areas of the curriculum.

There is a need to construct working parties from particular platforms - to research and uncover the strengths and approaches important to teachers' needs.

The points discussed above for preservice education should also apply for inservice education.

The points made by Robyn Sellars in the final section of her presentation are endorsed.

School-based research teams should be established to investigate ways of incorporating Asian perspectives.

Conclusions

Group 4 recommended:

1. That all P-10 curriculum syllabus committees and subject advisory committees of the Board of Senior Secondary School Studies be sent a statement from the conference to the effect that in view of the importance of Asian Studies and languages in Australia, all committees should include Asian perspectives in curriculum materials developed.

2. That the Queensland government make a financial commitment to match their expectations on the centrality of the teacher's role, and their reliance on teachers as the agents for making Queensland Asia-literate.

GROUP 5: NATIVE SPEAKERS OF ASIAN LANGUAGES

1. **What are the needs of native speakers of Asian languages who intend to teach as language specialists in Queensland schools with respect to both native speakers with previous preservice teacher preparation in country of origin and those with no previous preservice teacher preparation in country of origin?**

   It was considered that all native speakers of Asian languages who intend to teach as language specialists in Queensland schools need:

   - Australian acculturation (e.g. familiarity with classroom colloquial expressions);
   - interactive linguistic teaching skills;
   - understanding of Australian schools, classroom management and potential difficulties.

   Teachers with previous preservice teacher preparation in country of origin should be aware that the Board of Teacher Registration takes each case on its own merits, and that advice on overseas qualifications is available from the National Office of Overseas Skills Recognition.

   Discussion should take place regarding cross-crediting and recognition.

   Teachers with no previous preservice teacher preparation in country of origin require full teacher training, with the provision that it may not be necessary to do the full language program.

2. **What should teacher education courses for language specialists include for native speakers of Asian languages with previous teacher education acceptable for registration?**

   (a) **Content**

   Components should include Australian English and Culture (arts - both high and 'pop', television, humour, etc.); knowledge about the education system (syllabuses, management, etc.); access to services (e.g. teacher unions); coping with racial stereotyping; assertiveness training.

(b) **Structure**

Courses should include induction programs, regular counselling, and professional ongoing support (e.g. using as mentors native speakers who are teachers and have successfully adapted to the Australian context).

(c) **Practical Experiences**

Practical experiences should include short periods (e.g. one week) to observe different schools.

Videos to show good/bad aspects of Australian schools could be used.

3. **What should teacher education courses for language specialists include for native speakers of Asian languages with previous teacher education not acceptable for registration:**

Courses with components as listed above, with extended content to provide greater depth.

4. **What should preparation courses for language specialists include (for teachers and for teacher aides) for native speakers of Asian languages with no previous teacher education?**

Full preservice teacher education should be undertaken, but with a system of exemption, for the language component only.

Specially designed courses should be developed. Very few universities make special provision for native speakers; however, the large number of Chinese speakers warrants consideration by the universities in order to save resources.

There should be flexibility in high school and university courses, e.g. 'Special Purpose Chinese' at the University of Queensland.

CONCLUSIONS AND RECOMMENDATIONS

Conference workshop groups discussed firstly the needs of teachers in the areas of Asian studies and languages, and secondly the implications for preservice and inservice teacher education. In the concluding session of the conference, reports and recommendations from each group were presented. Members of the conference committee met subsequently to consider the conclusions and recommendations, a summary of which follows.

(a) Preservice Teacher Education: All Teachers

All participants recognised the necessity for Australians to become 'Asia-literate', and that in order to achieve this, teachers must play a central, vital role.

It was generally agreed that the study of Asia and its languages should be a component of all preservice teacher education programs. The personal enrichment benefits and broad educational aspects were emphasised by many participants. Furthermore, it was recognised that the national government sees Asian Studies as a national priority for Australia's economic future. It was however suggested that there was a need for 'marketing' in order to convince teachers, parents and students of the need to learn about Asia, at all levels of schooling.

Participants considered that what is meant by 'Asia' should be more clearly defined and not restricted to China and Japan. It was thought that there should be a focus on Asia throughout the years of preservice teacher education, with greater use made of Asian examples in all discipline areas. Teachers must be provided with the necessary knowledge to implement curricula which provide Asian perspectives and an awareness of Asia in all subject areas. It was suggested by one group that in learning about Asia, the emphasis should be on people, not 'great events'.

Participants in groups considering needs of early childhood and primary teachers highlighted the importance of focusing on children in Asia in order for younger children to learn about other cultures.

The importance of developing a sensitivity to different cultures was stressed, as was 'unlearning' to overcome preconceived ideas, stereotyped views and racial prejudice. In order to do this, preservice teacher education courses should provide teachers with an understanding of traditional Asian cultural frameworks, the

cultural diversity of Asia, and the contemporary realities of the region. Resources or approaches which present a Eurocentric view should be avoided.

All teachers must recognise and appreciate the interdependence of language and culture, therefore language and culture studies should be closely linked. Generalist primary classroom teachers require an understanding of the teaching and learning of Asian languages.

It was generally accepted that in order to achieve a comprehensive program of Asian studies, whilst also recognising the demands of other fields and current issues, all preservice teacher education must be of at least four years' duration

Recommendation 1

That all preservice teacher education programs include studies about Asia, and increased reference to Asia, in all discipline areas.

Recommendation 2

That preservice teacher education programs take account of the interdependence of language and culture, and ensure all graduating teachers develop a sensitivity to Asian cultures, and an awareness of the teaching and learning of Asian languages.

Recommendation 3

That preservice teacher education programs incorporate procedures to assist graduating teachers to overcome any stereotyped views or racial prejudice, and develop an understanding of traditional Asian cultural frameworks, the cultural diversity and the contemporary reality of the region.

Recommendation 4

That in order to accommodate the needs of prospective teachers in the areas of Asian studies and languages, as well as other areas, all preservice teacher education programs involve at least four years of higher education.

(b) Preservice Teacher Education: Asian Language Specialists

It was agreed that all teachers of languages other than English must be proficient in the language, and that the same level of proficiency is required for both primary and secondary language specialist teachers. It was suggested by one group that teachers who attain levels of proficiency higher than the suggested minimum of ASLPR level 3 (level 2 for reading and writing in languages with ideographic scripts) should be recognised.

The groups considered it was essential that teacher education courses include components to develop proficiency in the language to be taught; cultural awareness; and understanding of communicative teaching methodology, language pedagogy and basic linguistics. It was noted that teacher education courses should focus on the needs of the teacher in the classroom. Priority Asian languages were considered to be Japanese, Chinese, Indonesian, Malay, with Korean and Vietnamese as two further suggestions.

In-country experience was viewed as extremely valuable for the development of proficiency in the target language and an understanding of culture. It was proposed that in-country experience be a structured part of preservice courses, with options as to when it be undertaken. Another suggestion was further to promote teacher exchange programs.

The funding implications of such components as in-country experience were considered at the meeting of the conference committee following the conference. It was agreed that financial support from both State and Federal Governments should be provided, and suggestions were discussed concerning how to ensure funding was used effectively.

Recommendation 5

That the same level of proficiency in Asian languages be required for both primary and secondary language specialist teachers.

Recommendation 6

That preservice teacher education courses for teachers of Asian languages develop:

- *proficiency in the language to be taught;*
- *cultural awareness; and*
- *understanding of communicative teaching methodology, basic linguistics and language pedagogy.*

Recommendation 7

That in-country experience in the language to be taught be part of the structure of preservice teacher education courses for teachers of Asian languages.

(c) Preservice Teacher Education: Native Speakers of Asian Languages

The employment of native speakers of Asian languages as Asian language teachers was endorsed. However, it was recognised that the specific needs of such people entailed the development of special courses. These courses must provide Australian acculturation, and awareness of the Australian school system and of management in Australian classrooms. The development of interactive linguistic teaching skills was considered an important component. It was suggested that, if necessary, provision be made for upgrading of English proficiency.

A number of proposals was made for systematic induction, including counselling and ongoing support from 'mentors'.

It was emphasised that for native speakers of Asian languages without prior teacher education, a full preservice teacher education course must be completed, with the provision that it may not be necessary to undertake the Asian language component.

Recommendation 8

That native speakers of Asian languages with no previous teacher education be required to undertake a complete preservice teacher education course with exemptions possibly only for the Asian language component.

Recommendation 9

That specially-designed courses for native speakers of Asian languages be developed.

Recommendation 10

That special courses for all native speakers of Asian languages include:

- *Australian acculturation;*
- *knowledge about Australian schools and classrooms;*
- *interactive linguistic skills; and*
- *a systematic induction program.*

The demand for special courses for native speakers of Asian languages resident in Australia was highlighted by conference workshop group 5, and subsequent consideration by the conference committee determined that the area should be a focus for future action.

(d) Inservice Teacher Education

In considering requirements for inservice teacher education, in order that teachers currently teaching develop increased knowledge of Asia, or upgrade their language proficiency or language teaching methodology, many groups suggested that most of the aspects detailed in previous sections applied equally to inservice courses.

It was emphasised that teachers require knowledge about Asia in order to incorporate an awareness of Asia in all curriculum areas. One group proposed that school-based research teams be established to determine how Asian perspectives can be introduced.

There was a suggestion that demands on teachers must be realistic, as teachers face many difficulties in terms of knowledge, resources and time. It was therefore also stressed that teachers require support by provision of professional

development opportunities, and current resources which do not present a Eurocentric viewpoint.

It was seen as essential that teachers be given incentives to undertake inservice education and that inservice courses and in-country experience should be granted credit towards a higher award.

In order to make it easier for all teachers to participate, it was proposed that inservice courses be offered in a variety of modes, including intensive courses and external mode. It was suggested that a considerable amount of inservice education should be undertaken in the employer's time.

Recommendation 11

(a) *That all teachers should have access to inservice courses, offered in a variety of modes, to provide them with the necessary knowledge to include an Asian perspective in all curriculum areas taught; or to upgrade their language proficiency or language teaching methodology.*

(b) *That teachers be provided with incentives to undertake such inservice education.*

(c) *That inservice courses or in-country experience undertaken be eligible for credit towards an award course.*

APPENDIX I

LIST OF PARTICIPANTS
(alphabetically by surname)

Ball, Mr Peter - De La Salle College
Beausang, Ms Cecilia - Early Childhood Teachers Association
Beilby, Mr Ray - State Secondary Principals Association
Berrell, Mr Michael - School of Education, University College of Southern Queensland
Biggs, Mr Neville - Chairman, Social Sciences Subject Advisory Committee, Board of Senior Secondary School Studies
Bishop, Miss Kay - Queensland History Teachers Association
Bissett, Mr John - Kelvin Grove Campus, Queensland University of Technology
Braddy, The Honourable Paul - Queensland Minister for Education
Burns, Mr Reg - Division of Curriculum Services, Department of Education
Butler, Mr Max - Queensland Association of State School Principals
Cain, Ms Lynn - English Teachers Association of Queensland
Cave, Mr Doug - Geography Teachers Association
Clarke, Ms Barbara - Modern Language Teachers Association of Qld (Inc)
Coley, Ms Helen - Queensland Association of Teachers in Independent Schools
Cook, Mr Paul - Japanese Language Coordinator, Albany Creek State High School
Copland, Dr Ian - Melbourne South Asian Studies Group
Couchman, Mr Bill - UCSQ Student Union
Courtenay, Mr Lance, Division of Curriculum Services, Department of Education
Cunningham, Ms Debra - Education Officer, Board of Teacher Registration
de Graaf, Ms Joan - P-12 Language Education Curriculum Development Committee, Department of Education
de Jabrun, Mrs Mary - McAuley College
Elliot, Mr Michael - Queensland Association of Teachers in Independent Schools
Edwards, Ms Rhonda - Creche and Kindergarten Association of Queensland
Fairbairn, Mr Kerry - Division of Curriculum Services, Department of Education
Feng, Mr Xuefeng - Queensland LOTE Centre
FitzGerald, Dr Stephen - Asian Studies Council, Canberra
Frame, Mr Ron - Queensland Teachers' Union
Fraser, Ms Shirley - Queensland Teachers' Union
Flesser, Ms Karen - Christian Schools Association

Fredlein, Mrs Shumang - Department of Japanese and Chinese Studies, University of Queensland
Fry, Mr Neville - Director, Board of Teacher Registration
Fu, Mr Xianling - Griffith University
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Gadsden, Mrs Helen - Federation of Parents and Friends Associations
Gao, Dr Chang Fan - Division of Asian and International Studies, Griffith University
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Gerber, Associate Professor Rod - Kelvin Grove Campus, Queensland University of Technology
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Hannagan, Mr Chris - Association of Independent Schools of Queensland
Harris, Dr Chris - McAuley College
Hassall, Mrs Margaret - Queensland Association of Mathematics Teachers
Hennessey, Miss Julie - Department of Education, Northern Region
Herschell, Mr Robert - Christian Heritage College
Hill, Ms Heidi - QUT Northern Campuses Student Guild
Karfs, Ms Sharon - Gold Coast University College
Kato, Mr Eiji - Gold Coast University College
Kitchen, Mr Tony - Queensland Catholic Education Commission
Kreidl, Miss Molly - Queensland Teachers' Union
Knopke, Mrs Vicki - P-10 Social Education Curriculum Development Committee
Kwan, Mrs May - Queensland LOTE Centre
Leach, Mr Bob - Centre for Asia Pacific Basin Studies, Kelvin Grove Campus, Queensland University of Technology
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Underwood, Mr Frank - Board of Senior Secondary School Studies
Vermant, Mrs Ann - McAuley College
Wales, Mr Michael - National Union of Students (Qld)
Wasson, Dr Robyn - Bureau of Employment, Vocational Education and Training
Watts, Mrs Vivian - Division of Education, University College of Central Queensland
Werda, Ms Linda - Macgregor State School
White, Mr Roger - Languages and Cultures Unit, Department of Education
Wicks, Associate Professor Peter - University College of Southern Queensland
Wieffering, Mrs Kathy - Brisbane State High School (Economic Teachers Association)
Willcock, Ms Hiroko - Griffith University
Wilson, Mr Jim - National Adviser, Asian Studies Council, Canberra
Wilson, Dr Peter - Kelvin Grove Campus, Queensland University of Technology
Wong, Ms Magdeline - Ministerial Consultative Council on Curriculum
Wong, Miss Ai Sing - Queensland LOTE Centre, Macgregor State High School
Wright, Dr Susan - School of Early Childhood, Kelvin Grove Campus, Queensland University of Technology
Zhang, Mr Hui-song - Carseldine Campus, Queensland University of Technology

APPENDIX II

MEMBERS OF ASIAN STUDIES CONFERENCE COMMITTEE

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Queensland University of Technology (Kelvin Grove)

Members

Mrs Mary de Jabrun
McAuley College

Mr Neville Fry
Board of Teacher Registration

Professor David Lim
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Ms Gayle Willis
Eight Mile Plains Kindergarten